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ABSTRACT

The initial section of this report, which presents the current status of Oglala Sioux Community College after eight years of development, focuses on the college's purposes and objectives. These include providing (1) the Oglala Sioux people with resources and personnel trained for the tribal communities' developmental needs; (2) the Lakota perspective as a discipline in itself; and (3) programs to raise the academic excellence of staff and students, while maintaining open enrollment and accessibility. Additionally, operational objectives are suggested for the transfer, community services, developmental education, and occupational functions of the college. Environmental factors are considered as they relate to college development; these include student characteristics, enrollment trends and projections, cultural factors, and current and future job opportunities. The college's organization and decision-making process is examined in terms of the role of the board of trustees and of district boards, the organizational structure of the college, course scheduling, and proposals for possible reorganization. Aspects of the instructional programs, including scope, purpose, goals, programs, demands for services, and staffing are presented for each department. Also described are the library services, financial resources and management, the physical facilities, faculty and staff activities, and planning for the future. (MB)

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ED164069

STATUS STUDY

OF

OGLALA SIOUX COMMUNITY COLLEGE

Prepared by
Accreditation Committee
Department heads
and
Staff

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COLLEGES AND SECONDARY SCHOOLS

JC 790 078

Pine Ridge, South Dakota
September 1978

PREFACE

Picturing the current status of a developing institution is an intricate task. Indeed, as we have found in this study, the very task of self-inspection sets into motion new dreams, ideals and projects, resusitates forgotten causes and brings other projects to a halt while energies are directed to the task at hand. Nevertheless, we feel we have caught here a fair image of the College in its eighth year of development.

Preparation of this study has involved every employee of the College at times, although the major work was carried out by department heads and the Accreditation Committee. The Accreditation Committee was formed by President Shortbull in February 1978 and Lakota Studies Chair Bonnie Holguin acted as its chair until June 22, 1978. Membership included the academic department chairs, the academic vice-president, the registrar, financial aid officer, student services coordinator, and two learning center directors. From time to time instructors, additional learning center directors, counselors and others attended our bi-weekly meetings which were open to all and were advertised as such in the College newspaper. Several sub-committees and task forces were spawned by the committee's actions and their reports were reviewed and incorporated in this study while some of them are ongoing. In addition, each department prepared a descriptive study, discussed it with the editor, and then presented it to the Board of Trustees at a two day July 13 and 14 retreat at which time Board concerns were noted and incorporated in the final study.

Thus, the final report has been reviewed and accepted by the Accreditation Committee, by departments, by the administration and by the Board of Trustees. Copies are being prepared for the nine learning centers, for each department, and for Board of Trustees members. The following status study is by no means a finished product, but rather is a summing up of the past eight years with an eye to the future. Throughout the work of preparing the study and in the report itself, attention has been given to processes of involving people in the review and the importance of these processes for the continued development of the College. Through this process we have become cognizant of the need for more planning and a commitment has been made to a planning process which should serve to guide us through the next decade as discussed in the final chapter.

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I. PURPOSES OF THE COLLEGE AND ITS RELATIONSHIP WITH THE OGLALA SIOUX TRIBE

History and Mission

Oglala Sioux Community College (OSCC) was chartered by the Oglala Sioux Tribal Council (OST) on March 4, 1971 as the Lakota Higher Education Center (LHEC). The center had already emerged as a federation of outreach and extension coursework in response to the educational needs of the Oglala people. In the spring of 1970 over eighty students had enrolled in sociology courses across the reservation and again in the summer and fall, increasing enrollments occured across the reservation.

At the time, the nearest college was Black Hills State College (BHSC), one hundred and fifty miles from Pine Ridge. Both BHSC and the University of Colorado had cooperated in establishing regular extension courses. Courses were taught by volunteers and students paid a minimal processing fee of three dollars a credit hour. South Dakota had no community college system and ranked forty-ninth of the fifty states for students in community colleges. The OST charter created an institution to serve these expressed needs of the people and charged the LHEC with the following mission:

> "to establish and operate institutions granting post-secondary degrees and certificates, especially that of the Associate of Arts, and/or enter into agreements with public or private agencies to offer higher education on the reservation, and to generally coordinate and regulate all higher education on the Pine Ridge Reservation.... (Ordinance No. 71-01)."

Initial Purposes

From this inception, the LHEC defined as its purposes:

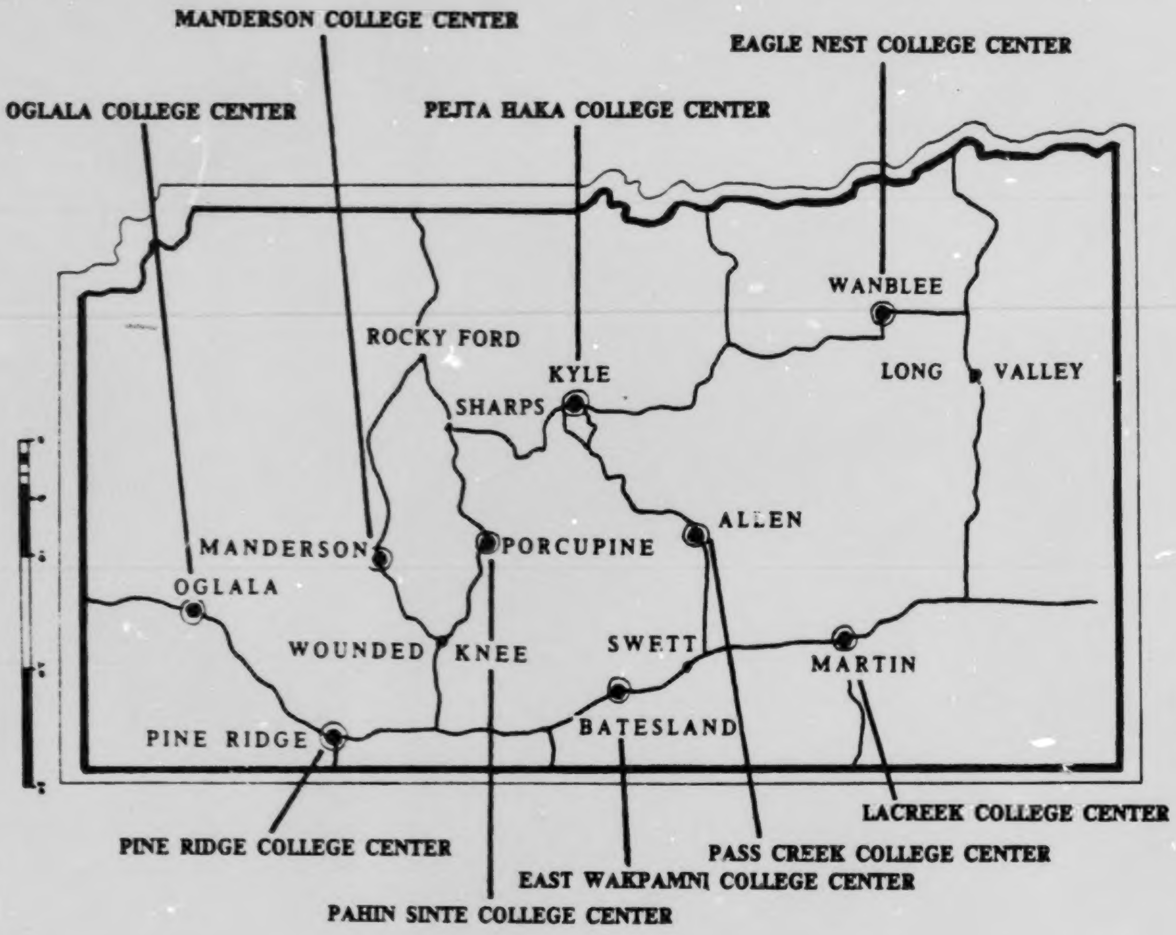
1. to provide the Oglala Sioux people, as a sovereign society, with human resources and personnel adequately prepared and trained for the Tribe's developmental needs and in so doing, to provide students with competencies and exposure to values enabling them to achieve a decent livelihood and to fulfill themselves individually and as members of the Oglala Sioux Tribe.
2. to inculcate a Lakota perspective, both as integrated with professional and occupational curricula, as a discipline in itself, and through continuing education. Insofar as its resources allow, the College devotes the research and study to Lakota Culture in order to encourage its development among Oglala Sioux and a wider understanding of it among others.

Although giving priority to the above objectives, the College also provided, as resources were available:

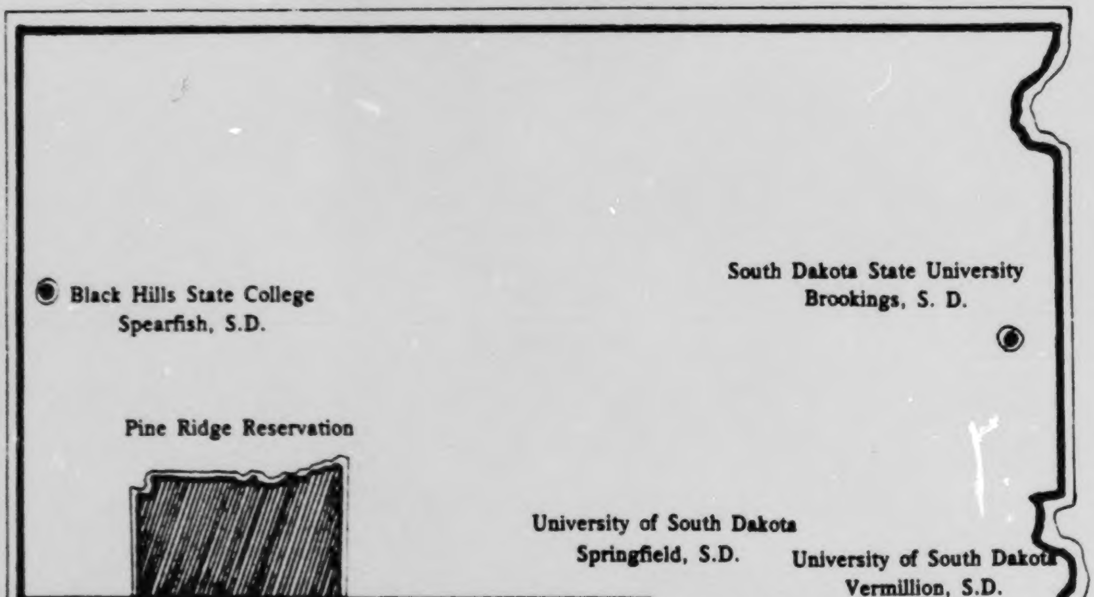
1. basic skills and continuing education courses and workshops as community members desire,
2. technical assistance and consultation to communities, agencies, and individuals of the Oglala Sioux Tribe,
3. cultural, social, and recreational events for its students and the communities, and,
4. preparation for those students who wish to pursue careers away from the Pine Ridge Reservation.

These objectives served to guide OSCC through difficult times. In spite of a major fire in 1975 which destroyed extensive student and college records, a major conflict at Wounded Knee in 1973 and extreme intra-tribal conflict thereafter, and in spite of funding scarcity, high staff turnover, and extensive distances to travel, a dedicated core of Board members, students and staff have striven to achieve these objectives. As one indication of its appreciation for these efforts, the OST recently voted to turn over a two million dollar building now under construction near Kyle and one hundred sixty acres of surrounding land

PINE RIDGE RESERVATION


MANDERSON COLLEGE CENTER
EAGLE NEST COLLEGE CENTER
OGLALA COLLEGE CENTER
PEJTA HAKA COLLEGE CENTER
WANBLEE
ROCKY FORD
KYLE
LONG VALLEY
SHARPS
ALLEN
MANDERSON
PORCUPINE
OGLALA
WOUNDED KNEE
SWETT
MARTIN
BATESLAND
PINE RIDGE
LACREEK COLLEGE CENTER
PINE RIDGE COLLEGE CENTER
PASS CREEK COLLEGE CENTER
EAST WAKPAMNI COLLEGE CENTER
PAHIN SINTE COLLEGE CENTER

SOUTH DAKOTA


Black Hills State College
Spearfish, S.D.
South Dakota State University
Brookings, S. D.
Pine Ridge Reservation
University of South Dakota
Springfield, S.D.
University of South Dakota
Vermillion, S.D.

to OSCC. The map above gives some indication of how this new facility will bring the central college staff closer to the widely scattered reservation communities.

Dissemination of courses and outreach support staff to distant communities has been a strategy of OSCC in pursuit of its objectives from the beginning (cf. Hamm, 1976; and Badwound, October 1977). Vast distances, low incomes and sporadic public transportation make travel to a central campus for courses next to impossible. Morever, each community has unique developmental needs and potentials. Thus, OSCC has endeavored to teach courses in each community from its inception, developed classrooms and offices for staff in each district and has gradually developed more staff at each district outreach center until now there is a director, counselor, and basic skills instructor position at each center as well as selected trainee positions in home living and agriculture.

Revised Purposes

Recently the original college wide objectives were submitted to extensive review and discussion by the entire college staff (cf. Iron Cloud-Koenen, March 1978), selected groups of students, and the Board of Trustees. The Accreditation Committee then undertook to restate the OSCC philosophy, purpoces and objectives in terms reflecting what we have come to be doing and what we feel we should be doing. At its July retreat the Board of Trustees reviewed the committee's work and the following are now official guiding statements of OSCC which each department uses in formulating its own goals. Broadly stated there are now four major projects guiding OSCC. They are: tribal economic development, Lakota culture preservation and development, college improvement, and community development. The following are, then, the current statements of philosophy and purpose which basically restate and refine earlier statements.

Philosophy

The College strives to meet four broadly interrelated purposes rooted in a philosophy of Tribal self determination with the goal of serving present and future development needs of the Oglala Sioux Tribe, its communities and its people. The College recognizes that its objectives of assisting with Tribal development, Lakota cultural development, community development, and student academic and self development are each dependent upon the full development of the other and while focusing on any one, the others need be kept in mind.

General Purposes:

I. To provide the Oglala Sioux people, as a sovereign society, with human resources and personnel adequately prepared and trained for the Tribe and its communities' developmental needs and in so doing, to provide students with competencies and exposures to values enabling them to achieve a decent livelihood and fulfill themselves individually and as members of their communities and the Oglala Sioux Tribe.

II. To provide a Lakota perspective, both as integrated with professional and occupational curricula, as a discipline in itself, and through continuing education. Insofar as its resources allow, the College devotes research and study to the Lakota language and culture in order to encourage its development among the Oglala Sioux and a wider understanding of it among others.

III. To provide programs that will raise the standards of academic excellence for staff and students while maintaining open enrollments and emphasizing accessibility to potential reservation students.

IV. To assist with the community development needs of the districts.

Objectives

Although the earlier purposes of the College indicate an intent to develop as a comprehensive community college, sponsoring relationships with four year academic institutions have focused most energy on objectives in the transfer function. Community services and developmental education have been provided through the academic staff in cooperation with the outreach centers. The College offered a program in building construction at Porcupine for two years in cooperation with the University of South Dakota - Springfield (USD-S), but currently offers only on-the-job training in building construction through the Indian Action Team (IAT) which operates without certification procedures.

The OSCC Board of Trustees is reviewing the IAT program, OSCC has been awarded a sizeable planning grant funding six people in vocational education for 1978-79, and a reorganization of the college structure is also under consideration to give more emphasis to the occupational function. In addition, the President and the Board are committed to implementing a Master Planning Process as proposed by Elgin Bad Wound (April 1978), the Academic Vice-President (cf. Chapter IX below).

The following intermediate level objectives have been suggested by the Accreditation Committee as appropriate for consideration in the Planning Process (MPP) for development of the academic program over the next few years. It is anticipated that the Board committee on vocational education, the new vocational education director and the MPP committee will coordinate these suggested objectives with those developed for the vocational function through the planning processes.

Suggested Operational Objectives

Under General Purpose I which is primarily concerned with providing trained manpower for Tribal development, it is suggested that the academic program:

1. Maintain an ongoing inventory of current and potential jobs and corresponding training needs.

2. Work where possible with employers to develop meaningful career ladders, and training plans.

3. Integrate academic programs where possible with the students' actual work experience.

Under General Purpose II which is primarily concerned with the Lakota culture, it is suggested that the academic program:

1. Promote application of the Lakota language, history, and culture to all degree areas.

2. Develop curriculum relevant to the special needs of the Lakota people.

3. Provide staff with in-service training in Lakota history, culture, and language.

4. Give special consideration to the hiring, upgrade and research opportunities for Lakota staff.

5. Begin archival projects in oral history, music, and photographs to up-grade the library media resources.

6. Seek funding and resources to enable the collection and maintenance of tribal government records as resource materials.

7. Maintain a broad collection of Indian library materials with an effective cataloguing and cross referencing system.

Under General Purpose III which is primarily concerened with upgrading college services, it is suggested that the academic program:

1. Provide staff training and up-grade in:
    a. Lakota history, culture and language;
    b. Achieving basic skills development in all courses;
    c. Development of curricula making all courses applicable to reservation life.

2. Insure that instructors not only meet standards of academic excellence but are also capable of developing student potential.

3. Promote Indian staff career development by assisting students in obtaining degrees and expertise in program areas they could return to.

4. Investigate the potential of Lakota teaching assistants for:
    a. providing better instructor - student communication, and
    b. encouraging potential instructors.

5. Provide academic advising.

6. Provide tutoring and skills development programs.

It is suggested that Student Services cooperate in providing the above and they also cooperate to:

7. Investigate possible funding and facilities for childcare.

8. Insure close counselor-student interaction by:

   a. regularly informing students of progress toward their degree;
   b. providing career counseling;
   c. helping identify personnal goals and means of achieving those goals.

Educational program narratives in following sections show how these purposes and objectives are currently being actualized and plans for furthering them in the near future. The next chapter reviews the students and their needs along with the cultural and economic dimensions of the reservation mileaux to which OSCC and its purposes relate. We feel that the four guiding statements will serve the institution for several years but the objectives relating to them will change.

II. ENVIRONMENTAL FACTORS INFLUENCING COLLEGE DEVELOPMENT

Planning further development of the college in line with the mission and purposes put forth in the previous chapter, requires a review of the student body, the Lakota culture and the job market. Past enrollment patterns are reviewed here and projections made on the assumption that similar patterns will continue in the future. Possible contingencies that could affect enrollments are also addressed. The importance of the culture and how it affects programs and curricula is then briefly addressed. Finally, an extensive review of existing jobs and job opportunities on the reservation is presented. Following this we turn in the next chapter to a review of the organizational structure devised to deal with the goals and environment of the Pine Ridge Indian Reservation.

THE STUDENT BODY

Background

At the time OSCC related courses began in the Spring of 1970, fewer than 4% of reservation Tribal members had attended college and only 1% had graduated from a four year program. In spite of studies stressing the need for Sioux teachers and content by Wax and Wax (1964), MacGregor (1946), Erickson (1963) and more generally in the Merriam report of 1928, less than one out of ten of the primary and secondary teachers were Sioux, there was no bilingual education and virtually no Sioux content in the schools. Only 15% of the population over eighteen had graduated from high school and in 1966 a study showed the average education level for this group was 8.7 years

(Maynard and Twiss 1970).

According to a study in 1977 by the Government Accounting Office (GAO) of seven different state colleges that enrolled over 2,000 Indian students, students like ours come poorly prepared for college coursework. The GAO found that:

> "About 54 percent of the Indian freshmen did not return to the school where they first enrolled."
>
> "The Bureau estimates that only about 10 percent of Indian freshmen eventually graduate."
>
> "On the average, Indian freshmen completed only 7 credit hours per semester."

Consequently, one focus of OSCC has been on basic education and on high school equivalency work. Each year OSCC staff work with several hundred students on their Graduate Equivalency Diploma studies and between eighty and one hundred students a year have passed the exam since 1970. In 1977-78 131 clients gained an average of 1.4 years in reading level through our Right to Read program.

Academic Enrollments

As can be seen in the following table from Jeanne Smith's study of "Enrollment Data and Future Projections" (June 1978), the average age of our students in college classes has consistently been about 28 years of age. Most of these people have families and jobs and sixty four percent or more are part-time students. The following generalizations are based on Table I:

1. "The student population, although fluctuating, has remained fairly constant since Fall 1973. We averaged 339 students each fall and 380 each spring. We may have had slight growth, but only slight. In fact, the Fall 1973, Fall 1976, and Spring 1978 enrollment figures are all the same - 368 students! The highest enrollment occurred in Spring 1977, (455 students) and the lowest was in Fall 1974 (261 students).

TABLE I
OGLALA SIOUX COMMUNITY COLLEGE
STUDENT STATISTICS

	Enrollment Total	% Full Time	% Part Time	FTE Attempted	Retention Rate	Graduates	% 15-19	% 20-24	%25-29	%30-34	%35-39	%40-44	%45+	% F	% M
Fall 1972	348	19%	81%	184	N.A.		N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	61	39
Spring 1973	393	21%	79%	204	N.A.		N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	67	33
Fall 1973	368	34%	66%	222	76%		N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	N.A.	56	44
Spring 1974	303	23%	77%	184	70%	7		Mean Age: 28						68	32
Fall 1974	261	24%	76%	161	63%			Mean Age: 29						72	28
Spring 1975	337	24%	76%	201	72%	8		Mean Age: 28						65	35
Fall 1975	366	23%	77%	216	55%		2	21	31	17	14	7	6	59	41
Spring 1976	436	26%	74%	310	46%	19	2	26	31	14	17	6	4	62	38
Fall 1976	368	41%	59%	275	62%		4	30	30	18	10	5	4	61	39
Spring 1977	445	35%	65%	295	53%	19	2	21	28	19	13	9	9	62	38
Fall 1977	321	31%	69%	221	57%		3	25	30	16	12	7	7	76	24
Spring 1978	368	36%	64%	295	NA	24	2	29	24	18	7	10	10	68	32
Mean:	360	28%	72%	231	61.5%		2.5	25	29	17	12	7	6.6	64%	35
Fall Mean:	339	29%	71%	213	63%		3	25	30	17	12	6	6	64	36
Spring Mean:	380	28%	73%	248	60%		2	25	28	17	12	8	8	65	35

SUMMER SCHOOL (INCOMPLETE DATA)

	Enrollment Total	% Full Time	% Part Time	FTE Attempted	Retention Rate	Graduates	% 15-19	% 20-24	%25-29	%30-34	%35-39	%40-44	%45+	% F	% M
Summer 1974	123													76	24
Summer 1975	173													68	32
Summer 1976	147				66%									70	30
Summer 1977	80	34%	66%				1%	24%	26%	25%	10%	10%	3%	82	18
Mean:	131													74%	26

2. We have had a general increase in the percent of full-time students and a corresponding decrease in the percent of part-time students. Our current full-time enrollment, 36%, is 8 percentage points above the mean, while our current part-time enrollment, 64% is 8 percentage points below the mean.

3. Our full-time equivalency rate (FTE) has had a general increase from a low of 162 in Fall 1974 to a high of 310 in Spring 1976. The current figure of 295 is 64 points above the mean.

4. We have had a steady increase in the number of graduates from a low of 7 in 1974 to 24 in 1978.

5. The age groups from which we draw students have remained constant in the 15-19, 20-24 25-29, 30-34 age groups, have decreased in the 35-39 age group and have increased in the 40-44, 45 + age groups.

6. We have had a consistently larger number of female students (mean: 64%) ranging from 56% in 1973 to 82% in the summer of 1977.

7. Our retention rate appears to be dropping from a high of 76% in Fall 1973 to a low of 46% in Spring 1976. The most recently recorded rate was 57%.

Enrollment Fluctuation

"The apparently random fluctuation in College enrollment figures from 1973-78 are clarified from discussions with past Registrar and current Financial Aid Director, Sissy Eagle Bull:

Fall	1973	368	
Spring	1974	303	
Fall	1974	261	*Public Service Careers & New Careers ended. Trainees in both programs were required to take classes.
Spring	1975	337	*Financial Aid Begins
Fall	1975	366	
Spring	1976	436	*Indian Action required their employees to take Math and other general courses.
Fall	1976	368	*Title 7 ended. (Title 7 trainees had been required to take classes). Title I aides hired late, were not able to register for classes. Release time ends for Title I, BIA employees.

Spring	1977	445	*Indian Action required their trainees to take Math and other general courses.
Fall	1977	321	*Title I hired late, not able to register for classes.
Spring	1978	368	

"The information above would seem to indicate that enrollment in OSCC classes can be strongly influenced by the local employment picture. Government, State and Tribal programs which require their employees to take classes have caused sudden decreases in enrollment when the programs end (Fall 1974), or when people are hired late (Fall 1977). The same kinds of programs have caused sudden increase when they add a large number of new employees or when the programs require extra course work (Spring 1976, 1977).

"Another factor linked to the employment situation is the employer's support for employees to take college courses. Agencies which have linked promotions to training, such as the BIA, New Careers, and Title I have supplied incentive for many of their employers to take courses. Originally many of these programs provided release time for employees to take afternoon classes. When this policy was changed (Fall 1976) a corresponding reduction in enrollment occurred. However, employees in such programs still take many classes in an effort to gain promotions to advance to professional careers.

"Financial aid programs have also caused some fluctuation to college enrollment. When requirements change or are difficult to understand and when programs are added or withdrawn, shifts in our enrollment occur. Since ninety percent of our students receive financial aid from programs such as BEOG, the Veterans Program, the BIA, and miscellaneious on the job training funds, and because these programs can change or be dropped overnight, we have to realize that projecting future enrollments is a shady task at best. However, when one considers that in spite of all the influences exerted by external forces on enrollments, there has been by and large a very stable student population, some projections seem possible (Jeanne Smith, June 1978)."

Enrollment Projections

"Assuming the same enrollments per age groups as we have averaged over the past five years, we obtained the following projections. (Full data and calculations in Jeanne Smith, June, 1978):

TABLE II

FULL TIME STUDENTS

AGE GROUP	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
15-19	3	3	4	4	4	4
20-24	38	39	40	40	41	41
25-29	32	32	33	33	34	34
30-34	25	25	26	26	26	27
35-39	10	10	10	11	11	11
40-44	10	11	11	11	11	11
45 +	14	14	14	14	15	15
SUBTOTALS	132	134	136	139	142	144

PART TIME STUDENTS

AGE GROUP	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
15-19	7	7	7	7	7	7
20-24	68	69	71	72	73	74
25-29	57	58	59	60	61	62
30-34	43	43	44	45	45	46
35-39	17	18	18	18	18	19
40-44	26	27	27	28	28	28
45 +	24	24	25	25	25	26
SUBTOTALS	242	246	250	255	257	262

FULL + PART TIME PROJECTIONS

1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
374	380	386	394	399	406

FTE PROJECTIONS (Part time students + 6.7 hrs. per semester)

	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84
FULL TIME	132	134	136	139	142	144
PART TIME EQUIVALENT	136	138	140	143	144	147
TOTAL FTE	268	272	276	282	286	291

"The formula projects a small, steady growth for the College, in line with population projections. The problem, of course, is that the past college enrollment figures have fluctuated much more than these projected figures do. The figures may be useful, however, as a measure of where the College ought to be in the next few years, if most funding and recruitment factors stay constant. We are, at least in a limited way, able to have some control over our recruitment policies. However, as could be seen in the information on enrollment fluctuation we cannot depend upon funding and employment/training factors to stay constant.

"What, then, do we do to protect ourselves from unexpected enrollment fluctuations? The following suggestions offer at best only partial solutions. But they do provide ways for us to further stablize and hopefully increase our enrollment.

1. Since training clearly leads to jobs and career advancement in many situations, the more closely we work with employers to a). develop career ladders, b). negotiate and account for release time for cousework and to c). keep employees informed of student achievement, the better.

2. Currently the Manpower training component and the Indian Action Team hire many people into low-skill jobs. Ideally training for skill upgrade accompanies the on-the-job training. However, due to a lack resources and coordination, this is often not the case. Therefore, we need to work more closely with Manpower and the Indian Action Programs to provide coursework and workshops which compliment and enhance on-the-job skills.

3. Many, if not most, community colleges serve as a bridge for local high school students who wish to either learn specific job skills in a two year program or begin a four year college program at home. Many students find that by beginning college at home they can more easily make the high school-college transition.

Last year OSCC had 9 students in the 17-19 year age bracket enrolled in classes, and only 3 of those were full-time students. Since there are approximately 819 people *in the 17-19 year age bracket we currently have about 1% of that age group enrolled in college, and only .3% enrolled full-time. If we could increase the 17-19 year percentage to 4% we would add about 25 students.

High School counselors should be encouraged to understand what we have to offer local students, not only as a bridge to four year colleges, but as a degree granting institution geared to provide practical job skills for reservation employment. The importance of our Lakota Studies program should also be stressed to high school seniors since many have mentioned that they desire such course work as part of their education (Badwound, April 1978).

4. We need a sophisticated public relations campaign to inform target groups on the reservation, as well as the public at large, about our programs. Pamphlets, brochures, T.V. time, talks and demonstrations to groups would all help keep people informed and would more than likely increase enrollment.

5. We need more serious attention paid to our inactive students. A report by Vivian One Feather in the Fall of 1977 supplied data on inactive and active students that has been put in chart form below. Inactive students are those who have taken no courses in the last three semesters.

TABLE III
STUDENTS WITH DECLARED MAJORS*
ACTIVE AND INACTIVE
SPRING 1977

A=ACTIVE, I=INACTIVE

	PORCUPINE		WOUNDED KNEE & MANDERSON		KYLE		WANBLEE		ALLEN		MARTIN		PINE RIDGE		OGLALA		BATESLAND		OFF- RESERVATION		TOTAL	
	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I	A	I
Business	1	3	3	1	0	1	0	0	0	1	4	2	19	20	2	1	0	0	0	2	29	29
Education	19	13	11	9	9	14	10	18	5	7	5	0	19	37	23	15	0	0	1	15	102	113
General St.	3		11	16	6	9	3	4	5	2	3	8	11	42	5	8	4	0	1	6	52	89
Social Serv.	1		3	3	3	2	1	0	0	1	0	1	7	14	0	3	1	0	1	0	17	25
TOTALS	24	17	28	29	18	26	14	22	10	11	12	11	56	113	30	27	5	0	3	23	200	256

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* This figure was estimated by taking 50% of the total population in the 15-19 year age bracket, 1638.

* Figures available for largest major fields, all majors are not included.

Graduates

There have been seventy-seven graduates beginning with the class of 1974 going through the class of 1978.

TABLE IV
OSCC GRADUATES

Year	Number	Degree	Number	Community	Number
1974	7	Business	10	Porcupine	9
1975	8	Education	37	Manderson	2
1976	19	Human Services	9	Kyle	15
1977	19	General Studies	8	Wanblee	7
1978	24	Nursing	13	Allen	0
				Martin	3
				Pine Ridge	30
				Oglala	11
				Batesland	0
TOTAL	77		77		77

Data Collection and Analysis

"One problem area for OSCC has been in the area of data collection and analysis. No clear assignment for data collection, retrieval and analysis has been instituted. As part of the MPP, adequate data will be a priority. In April of 1978 the American Indian Higher Education Consortium in Denver provided a staff position to OSCC to assist in this endeavor. This person will work under supervision of the instructional Vice President with the registrar, vocational education director and others involved in program planning, to develop adequate data.

"Possible topics for research include retention in classes, retention in programs, community based job opportunities, comparative student ability levels, program and staff evaluations. As his first task the research person did an extensive analysis of teacher evaluation by students (Smith, June 1978)."

THE CULTURE

The Oglala Sioux have maintained a viable and powerful culture in the face of extensive efforts towards assimilation. Proud of their history of resistance and of the unique cultural achievements of their people, Oglala want to build on their heritage and one of the main sources of support for the College has been its efforts to assist in this endeavor. The Lakota language, Sioux history, Lakota thought and philosophy, and Lakota arts and crafts and the Lakota oral tradition are major dimensions of Oglala culture which can easily be integrated into a liberal arts curriculum oriented towards critical thought and personal expression.

Recognition of the power and importance of Sioux culture is also of immense practical significance. As teachers, social workers, bookkeepers, carpenters, extension agents and auto mechanics, the recognition and use of Sioux language and culture greatly enhances the chances of success for daily tasks on the reservation.

The Oglala are a one of seven bands of the Teton division of the great Sioux Nation. The Lakota society is built upon a system of extended families called tiospaye and existing communities on the reservation reflect the settlement of these sub-bonds. College programs and structure need to accomodate themselves to the autonomy and self direction manifest in these communities through their district identities. The outreach system with its local advisory boards is OSCC's response to this social fact.

JOB MARKET

Elements of the employment picture on Pine Ridge of especial interest to OSCC are a). the total job picture, b) expected vacancies and opportunities and c). the unemployment picture of existing jobs. Table III **represents a compilation by one** of our staff members of all **the jobs existing on Pine Ridge** in January of 1978 except for the community of Martin in Bennett County, which is largely non-Indian. Indeed, what reservation based data such as this can not address is the question of how many jobs in communities bordering the reservation are supported by the reservation population. While current reservation unemployment according to State of South Dakota Job Services figures is about 54% (Smith, May 1978: 13), unemployment in South Dakota is the lowest in the nation and reservation people must go off the reservation for most services. Thus, the following table of existing jobs shows only the current reservation picture, certainly not the potential of Indian communities.

TABLE V

Existing Jobs; Pine Ridge Reservation 1/78	Business Total	Admin & Management	Fiscal, Bookkeeping	Office Skills	Sales	Education Total	Counseling	Teacher	Teacher Aides	Other	Administration	Health Total	Drs., Dentists, Spec.	Nurses, Support People	Aids, Field Workers	Others	Law & Order Total	Court	Jail	Police, Related Protective Services	Social Services Total	Counselers	Field, Comm. Workers	Administration	Social Workers	Paraprofessionals	Psychologist
Tribe	141	56	34	51	0	41	5	13	21	2	0	36	0	0	36	0	16	15	1	0	30	6	18	0	0	6	0
Manpower	53	20	1	32	0	12	1	0	11	0	0	23	0	0	20	3	13	2	0	11	12	3	9	0	0	0	0
BIA	53	5	7	41	0	147	9	97	22	3	16	0	0	0	0	0	1	0	0	1	4	0	0	1	3	0	0
Police Cadet	16	1	4	11	0	0	0	0	0	0	0	0	0	0	0	0	91	0	19	72	0	0	0	0	0	0	0
South Dakota Social Services	6	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	31	0	0	8	16	7	0
College Center	26	13	5	8	0	42	8	24	0	7	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Non-BIA School K-12	40	13	5	22	0	374	16	156	166	13	23	1	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0
Hospital	20	2	0	18	0	1	1	0	0	0	0	82	20	62	0	0	0	0	0	0	9	0	0	0	3	5	1
X-Y-Z [1]	9	6	1	2	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	15	6	0	0	0	9	0
Industry	6	3	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Construction	4	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	0
Private Sector	197	0	0	197	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotals	0	120	58	196	197	0	40	290	220	25	42	0	20	62	57	3	0	17	20	85	0	17	27	9	23	27	1
Total	571					617						142					122				104						

X-Y-Z [1]Stands for the following institutions:
Project Recovery, Meals for the Elderly, Cohen Home,
Jobs Services, ACOK

	Agricultural Total	Community Based	Farm Related	Farm Labor	Range Management	Rangers	Construction Total	Supervisory	Skilled	Laborer	Skilled-Semi Skilled Total	Kitchen	Janitor/ Maintenance	Transportation	Mechanics	General Labor	Factory Total	Moccasin	Plastics	Electronic	Arrow	Agency Total	
Tribe	10	0	2	0	2	6	60	13	2	45	36	12	4	17	3	0	0	0	0	0	0	370	Tribe
Manpower	142	95	22	0	20	5	3	0	2	1	76	11	30	27	1	7	33	0	0	0	33	367	Manpower
BIA	5	0	0	5		0	33	8	25	0	69	21	21	24	1	2	0	0	0	0	0	312	BIA
Police Cadet	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	*107	Police Cadet
South Dakota Social Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	37	South Dakota Social Service
College Center	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	69	College Center
Non-BIA Schools (K-12)	0	0	0	0	0	0	1	0	1	0	97	29	33	26	2	7	0	0	0	0	0	*514	Non-BIA Schools (K-12)
Hospital	0	0	0	0	0	0	0	0	0	0	21	8	13	0	0	0	0	0	0	0	0	133	Hospital
X-Y-Z	0	0	0	0	0	0	0	0	0	0	12	7	5	0	0	0	0	0	0	0	0	*37	X-Y-Z
Industry	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	94	70	3	21	0	101	Industry
Construction	0	0	0	0	0	0	138	14	53	71	0	0	0	0	0	0	0	0	0	0	0	144	Construction
Private Sector	1275	0	617	658	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1472	Private Sector
Subtotals	0	95	641	658	27	11	0	35	83	117	0	88	108	94	7	16	0	70	3	21	33	0	
Totals	1432						235				313						127					3663	

X-Y-Z Stands for the following institutions:
Jobs Services, Project Recovery, Meals for the Elderly,
ACOK, Cohen Home

* Includes some Manpower Trainees

"When one compares the number of people hired to the number of jobs which existed in 1978, several interesting features can be seen. One thing to notice is the number of jobs filled compared to the number of jobs in that category. When this is done, high rates of turnover seem to exist, in some jobs especially.

TABLE VI
JOB TURNOVER

				Turnover
Professional, Managerial and Technical				
Hired:	215	Existing	609	35%
Clerical				
Hired:	118	Existing	194	61%
Sales				
Hired:	4	Existing	197	2%
Other Services				
Hired:	96	Existing	283	34%
Farming, Forestry and Fisheries				
Hired:	43	Total:	696	7%
Machine Trades, Bench Work (A New Factory Opened in Wanblee 33 Jobs)				
Hired:	74	Total	127	58%
Structural				
Hired:	38	Total	235	16%
Teachers (BA +)				
Hired:	58	Total	290	20%

"Annette Matt, director of the local Job Service Office, explained that many unfilled jobs either demanded at least a four year college degree or demanded a specific skill to be performed at high degrees of precision. She stressed that lack of four year degrees held many local people back from jobs they ordinarily might qualify for because of previous job and life experiences. Mrs. Matt also felt there was a crying need for well trained managerial and clerical workers. She suspects that the high turnover in these areas on the reservation was at least partially related to inadequate job skills and resulting frustration on the part of both employee and employer.

TABLE VII

OCCUPATIONS IN DEMAND AT PINE RIDGE

POSITION	NATIONAL SALARY RANGE
Accountant	7,771 - 17,757
Employment Interviewer	6,804 - 11,245
Guidance Counselor	6,645 - 13,159
General Duty Nurse (RN)	8,292 - 13,325
Practical Nurse (LPN)	5,758 - 10,756
Social Worker	6,168 - 11,578
Elementary Teacher	5,579 - 12,738
Secondary Teacher	6,790 - 14,588
Administrative Secretary	6,578 - 14,329
Building Inspector	6,715 - 13,623
Manager Trainee	5,427 - 10,851
Manager Service EST.	5,427 - 12,482
Medical Assistant	5,166 - 11,151
Store Manager	5,488 - 12,754
Accounting Clerk	5,511 - 9,149
Bookkeeper	5,295 - 9,800
Clerk-typist	5,248 - 8,218
Receptionist	5,016 - 7,925
Commodity Salesperson	4,947 - 11,603
General Salesperson	4,784 - 7,995
Secretary	5,589 - 9,823
Stenographer	5,733 - 9,434
Telephone Operator	5,068 - 7,915
Typist	5,345 - 8,766

Radio Dispatcher - $2.47 - $4.53 per hour
Police Officer - $2.45 - $4.95 per hour

The following have no annual salaries listed-

Medical Lab Technician
Superintendent of School - M.A. + 15 hours of Administration course work

Executive Director of School - Handles the business end of running the school.

Title I facilitator - B.A. + 2 years experience
Finish Carpenter
Technical Carpenter
Heavy Equipment Operators

Future Job Opportunities

"To answer the question about future jobs, an attempt was made to survey every agency and business contacted to learn what their future employment plans were. On the whole, the survey was not helpful because so many employers were unable to project even one year into the future, much less any further, with any degree of certainty.

"It is my feeling that one of our best indexes of future jobs for people might be found in the technical and professional jobs listed in Table V as difficult to fill on the reservation. If one compares job titles to existing data on jobs which currently exist on the reservation, rough figures can be stated for jobs Indian people could aim for with further training and education (Smith, May 1978)."

TABLE VIII
FUTURE JOBS

JOB TITLES	JOBS SLOTS: 1978	ROUGH TURN-OVER RATES
Accountant Accountant Clerk Bookkeeper	58	--
Employment Interviewer Guidance Counselor	17 Non Educational Related 40 Education related	--
General Duty Nurse Practical Nurse Medical Assistant Medical Lab Technician	62	35%
Social Worker	23	35%
Elementary Teacher Secondary Teacher	220	11-30%
Administrative Secretary Clerk Typist Receptionist Secretary Stenographer Typist	196	61%

Manager Trainee Manager of Service Establishment Store Manager Commodity Salesperson General Salesperson	197	2%
Police Officer	85	34%
Superintendent of Schools Executive Director of Schools Title I Facilitator	42	--
Finish Carpenter Technical Carpenter Heavy Equipment Other Skilled Construction Skills	83	16%

We have now examined the student body and the job market and have briefly touched on the cultural dimension of reservation life. We turn next to the College organization designed to work for the development of these students and the reservation economy. Then, we explain educational programs. Following that we touch on program evaluation, financing, personnel, buildings, the library, and problems confronting development. Let us turn now, though, to the question of how one designs a college to relate to a non-European culture, vast distances, fiercely independent subcommunities, older students, poverty, pride and endurance.

III. COLLEGE ORGANIZATION AND DECISION MAKING

Board of Trustees

Policy-making authority is vested in the Board of Trustees by the Oglala Sioux Tribe which has jurisdiction within the Pine Ridge Reservation. However, OSCC is separate from the Tribe in administering higher education programs. It is, though, responsible to the Tribe for an annual report on its operations explaining how OSCC is fulfilling the mission in its charter.

The Board of Trustees makes the major decisions for the college, and is responsible for establishing policy for the college, it meets monthly, and consists of twelve members who are chosen in the following manner: nine members elected from each of the nine districts on the reservation; the Tribal chairman or his representative; the Chairman of the Education Committee of the Oglala Sioux Tribe; and a council member of the OST. The Board of Trustees is responsible for final approval in the hiring and termination of college employees as explained in the personnel guidelines of the OSCC Operational Handbook (Hamm 1977). The Personnel Committee of the Board interviews candidates for all positions to ascertain their commitment to Tribal development and suitability for working with Oglala people and communities.

The Board receives monthly financial reports submitted by the President and the business manager and reviews the annual budget before approving it for operations. Board members are well known throughout the reservation and region and many have national prominence in Indian affairs. Publicity in the school newspaper assures that the names and faces of Board members are widely known to people in the area.

District Boards

The College has nine outreach centers with Local Boards given the authority to make program decisions affecting operations of their district college centers. The Local Advisory Boards have authority regarding courses offered in their districts, and budget control over an operational budget (approximately $5,000) which is utilized in paying utilities, telephone, supplies, part-time instructional travel, educational supplies, and some continuing education workshops for the district. Local Boards have been granted advisory authority in the hiring and termination of district employees but the Board of Trustees is ultimately responsible for this action.

Organizational Structure

Oglala Sioux Community College, in spite of its relatively small size, is organizationally complex. The complexity stems primarily from the attempt to join unified reservation wide programs with district college centers enjoying a large degree of administrative and policy independence.

While the burden of such complexity and tensions might appear profitless, there should also be awareness that the College is merely facing the same challenge as the Tribe itself in this regard. A deep sense of community identity and autonomy exists and is heightened by distance and geographical isolation. The organizational challenge for the College and all other agencies is to respect this community identity and build on it organizationally without losing the advantages of unity. While each community and district possesses a distinct identity and unique needs, separately they are not able to command the financial, staff, or student resources to make completely independent institutions possible.

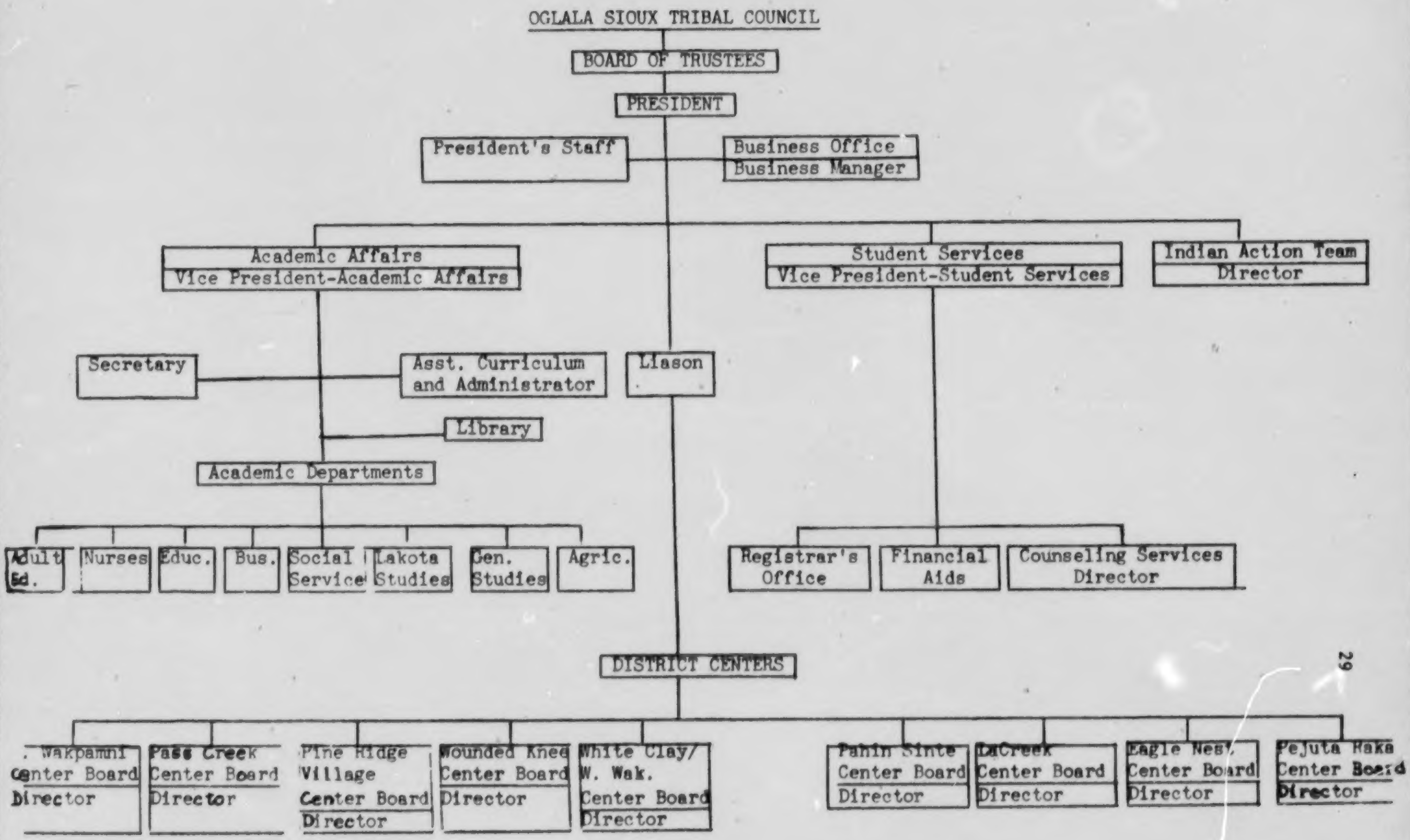
The College may be seen as divided into three major components under the President and Board of Trustees. The nine district college centers with their boards, staff, facilities, and students are one component. Objectively this is the component for which everything else may be seen as back up support and a resource. Nine tenths of the students, almost half of the staff, and the greater share of facilities are primarily associated with the district centers. The rest of the College can be seen as working to deliver services to these centers, their students, and their communities. These services are organizationally divided into two large categories: instructional and support services. The instructional division under the Academic Vice-President consists of ten or more departments directly involved with teaching or developing the instructional programs and the library. Support Services have been under a Vice-President responsible for those departments servicing students in non-instructional areas such as counseling, registration, and financial assistance and those activities supporting the College as an institution such as the business office, facility maintenance, insurance, employees benefits, and funding reports.

Table IV shows this organization in a chart form. Reviewing this structure over the past year and in redesigning the adult education and vocational dimensions of the college, several shortcomings with this structure have come to light. First of all, there has never been adequate attention to occupational studies since there is no division for it and no one with the technical background and expertise to develop this function. Secondly, the district centers' staff feel they have not been given enough technical assistance, advice and supportive direction. Although they are the core to which all services are to respond, the structure has not always delivered what they need.

Course Scheduling

In the area of course scheduling, procedures have been developed to deliver specific courses needed by each district through demand scheduling.

EXISTING ORGANIZATIONAL CHART


OGLALA SIOUX TRIBAL COUNCIL
BOARD OF TRUSTEES
PRESIDENT
President's Staff
Business Office
Business Manager
Academic Affairs
Vice President-Academic Affairs
Student Services
Vice President-Student Services
Indian Action Team
Director
Secretary
Asst. Curriculum and Administrator
Liason
Library
Academic Departments
Adult Ed.
Nurses
Educ.
Bus.
Social Service
Lakota Studies
Gen. Studies
Agric.
Registrar's Office
Financial Aids
Counseling Services Director
DISTRICT CENTERS
Wakpamni Center Board Director
Pass Creek Center Board Director
Pine Ridge Village Center Board Director
Wounded Knee Center Board Director
White Clay/ W. Wak. Center Board Director
Pahin Sinte Center Board Director
LaCreek Center Board Director
Eagle Nest Center Board Director
Pejuta Haka Center Board Director

Each center's staff distributes surveys throughout the community to ascertain interests. They also review the status sheets of students in each degree area and compile the number of students in their district needing specific courses. These courses and recommendations are then submitted to the district boards for review, adjustment and final approval. The academic department then compiles all of the requests, allocates full-time staff, and notifies the districts where part-time staff is needed. A list of approved part-time instructors in each district is maintained by the vice-president, department chairs, and center director. If necessary, the center director may recruit new part-time instructors for approval by the appropriate department, vice-president and sponsoring college.

Registration and financial aid officers spend one day in each district center where they work with the center's counselor registering students and reviewing records. Counselors may register students anytime during the two week registration period and they assist with financial aid applications throughout the year. Instructional staff have assisted with registration and academic advising on a volunteer basis in 1977-78 and some departments plan more extensive advising projects in the district centers in the future.

Thus, course scheduling involves the coordination of a needs assessment by the district center's staff and boards, the academic departments response to those needs, the district directors supplementation with part-time instruction and workshops, and registration by central and district staff. Specific deadlines and procedures are spelled out in the OSCC Handbook.

Possible Reorganization

Developments over the past year make it likely that a new organizational structure will be adopted by the Board of Trustees in the next few months. Various alternatives are now under discussion by the staff, consultants, district centers and boards, and by the Board of Trustees. The Board, at a two day session on accreditation at Sylvan Lake July 13 and 14 agreed to the following time frame as suggested for implementing reorganization and three alternative structures are now under review.

Proposed Structure I

This structure provides for the existence of two divisions:

1) Community Services and Student Development - All of the student services functions, the adult education program, and the district centers are structured under this division. The adult education and student service programs play a more direct role in the district centers by placing personnel (counselors and tutors) in them. Therefore, these programs will experience better coordination if placed in the division. Also, the district centers will have access to a Vice-President with sufficient authority and program responsibility to insure that the needs are met.

2) Instructional Programs - All of the academic programs as well as a new occupational program, are structured under this division. Both the academic and occupational programs will be supervised by a director. This will enable the current academic program chairpeople to devote more time to teaching and research. Also, the Human Services, Business, Agriculture and Nursing programs will be involved with the occupational program, not so much as to change the current orientation of these programs, but to possibly expand these programs into occupational areas. Placing academic and occupational programs within the same division allows for better coordination, as well as less conflict and competition between the two programs.

Proposed Structure II

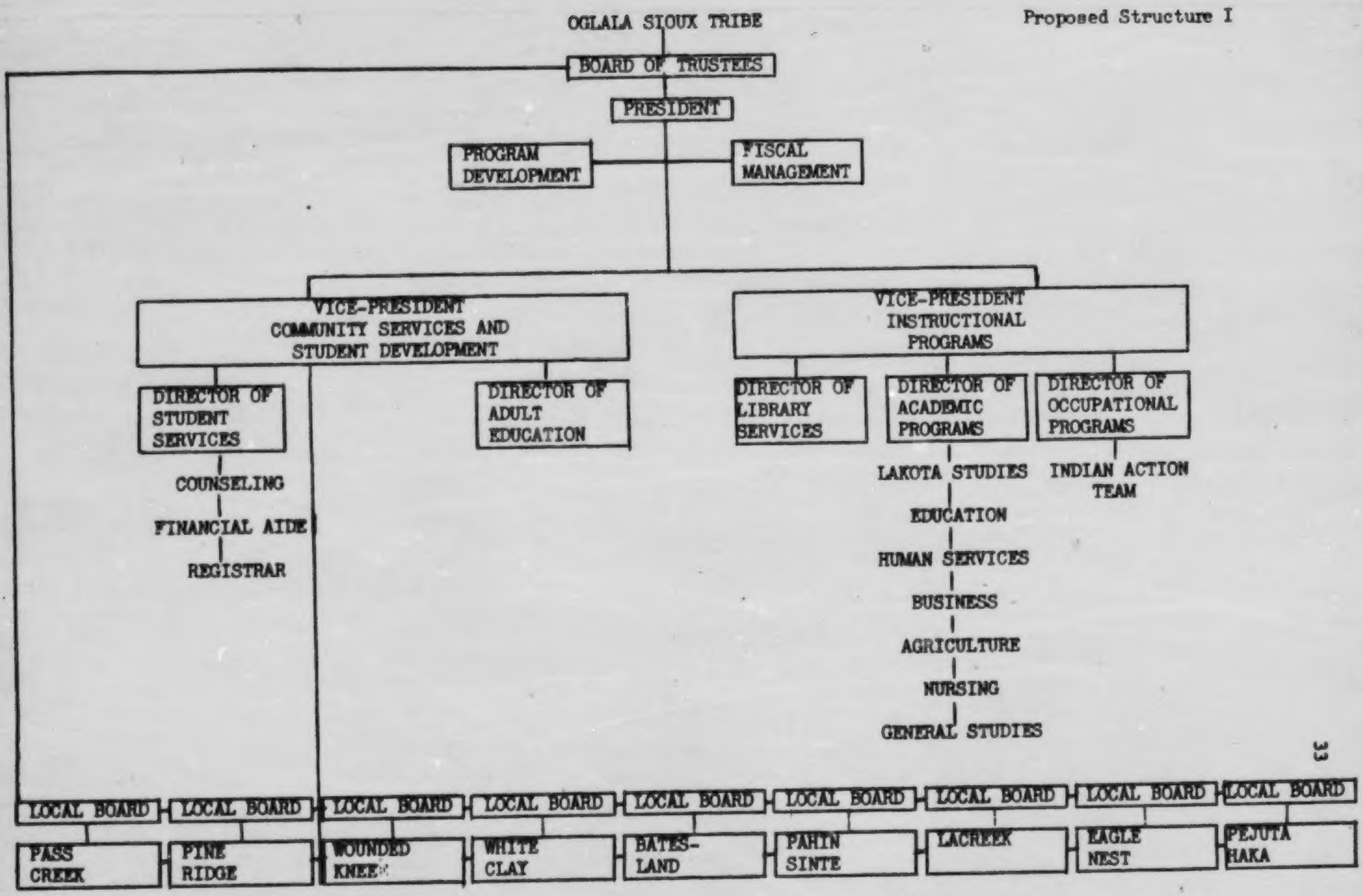
This is a revision of the current structure. It supports the existence of two divisions, the Support and the Instructional. The Instructional Division will function in the manner described in Proposed Structure I. The only difference is that here it will include the adult education program. The Support Division will consist of the three student services-related functions.

The position of district liaison becomes Executive Vice-President for District Centers. This person will have supervisory authority over the other Vice-Presidents insofar as the needs of the district centers are concerned.

Plan For The Development Of An Organizational Structure

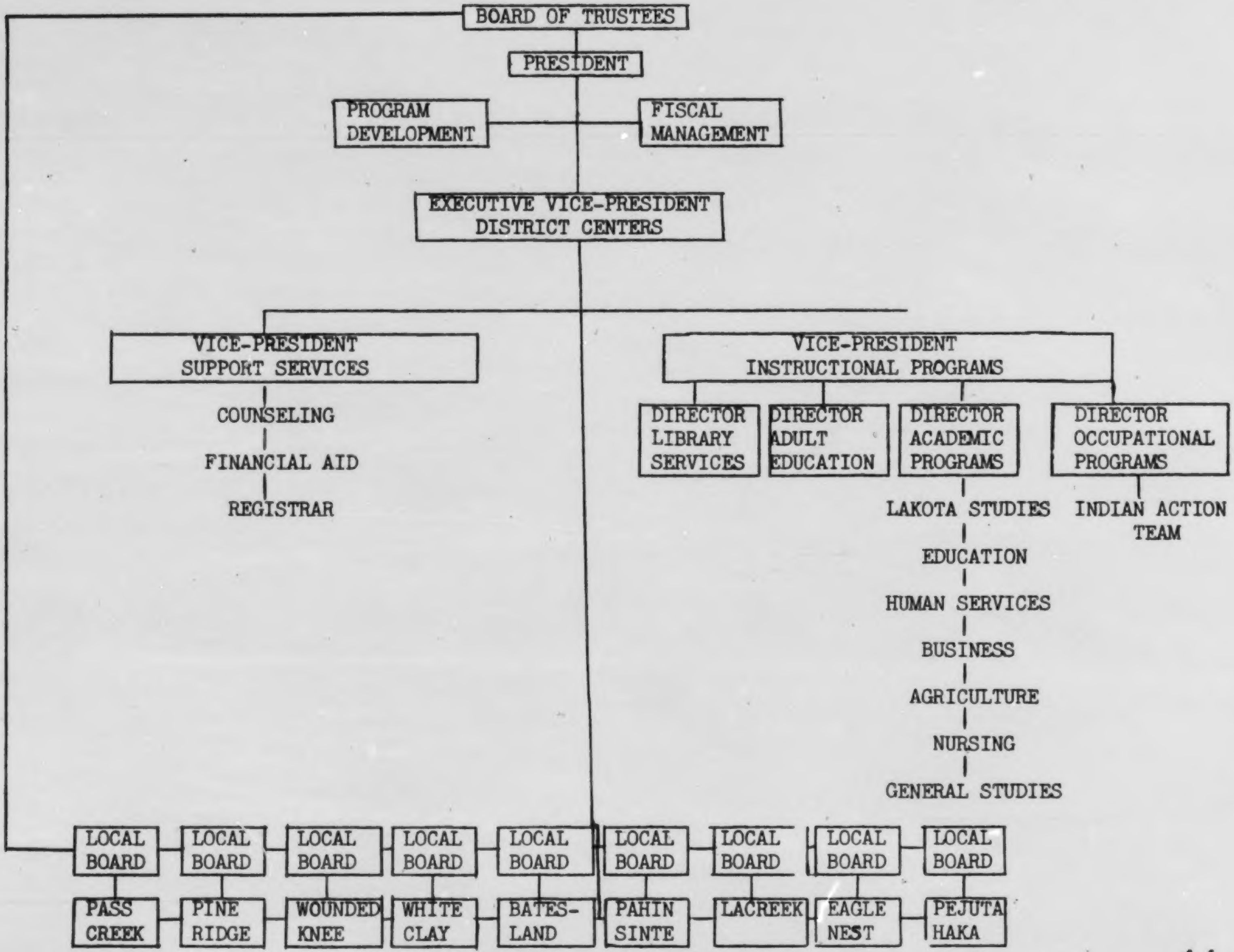
Activity	Deadline
I. Analyze current structure - OSCC personnel interaction - Local board and staff input - Adequate or inadequate? - Maintain current design or develop new design	June
II. Develop new design - OSCC personnel interaction - Local board and staff input - Review other community college designs - Utilize consultants	July
III. Propose new design (tentative) - Board of Trustees interaction - OSCC personnel interaction - Local board and staff input - Utilize consultants and review other designs - Make appropriate modifications	August-September
IV. Formal approval - OSCC personnel - Local boards - Board of Trustees	September
V. Implement new design	October

Proposed Structure I


OGLALA SIOUX TRIBE
BOARD OF TRUSTEES
PRESIDENT
PROGRAM DEVELOPMENT
FISCAL MANAGEMENT
VICE-PRESIDENT COMMUNITY SERVICES AND STUDENT DEVELOPMENT
VICE-PRESIDENT INSTRUCTIONAL PROGRAMS
DIRECTOR OF STUDENT SERVICES
COUNSELING
FINANCIAL AIDE
REGISTRAR
DIRECTOR OF ADULT EDUCATION
DIRECTOR OF LIBRARY SERVICES
DIRECTOR OF ACADEMIC PROGRAMS
LAKOTA STUDIES
EDUCATION
HUMAN SERVICES
BUSINESS
AGRICULTURE
NURSING
GENERAL STUDIES
DIRECTOR OF OCCUPATIONAL PROGRAMS
INDIAN ACTION TEAM
LOCAL BOARD
PASS CREEK
LOCAL BOARD
PINE RIDGE
LOCAL BOARD
WOUNDED KNEE
LOCAL BOARD
WHITE CLAY
LOCAL BOARD
BATES-LAND
LOCAL BOARD
PAHIN SINTE
LOCAL BOARD
LACREEK
LOCAL BOARD
EAGLE NEST
LOCAL BOARD
PEJUTA HAKA

OGLALA SIOUX TRIBE

Proposed Structure II


BOARD OF TRUSTEES
PRESIDENT
PROGRAM DEVELOPMENT
FISCAL MANAGEMENT
EXECUTIVE VICE-PRESIDENT DISTRICT CENTERS
VICE-PRESIDENT SUPPORT SERVICES
COUNSELING
FINANCIAL AID
REGISTRAR
VICE-PRESIDENT INSTRUCTIONAL PROGRAMS
DIRECTOR LIBRARY SERVICES
DIRECTOR ADULT EDUCATION
DIRECTOR ACADEMIC PROGRAMS
DIRECTOR OCCUPATIONAL PROGRAMS
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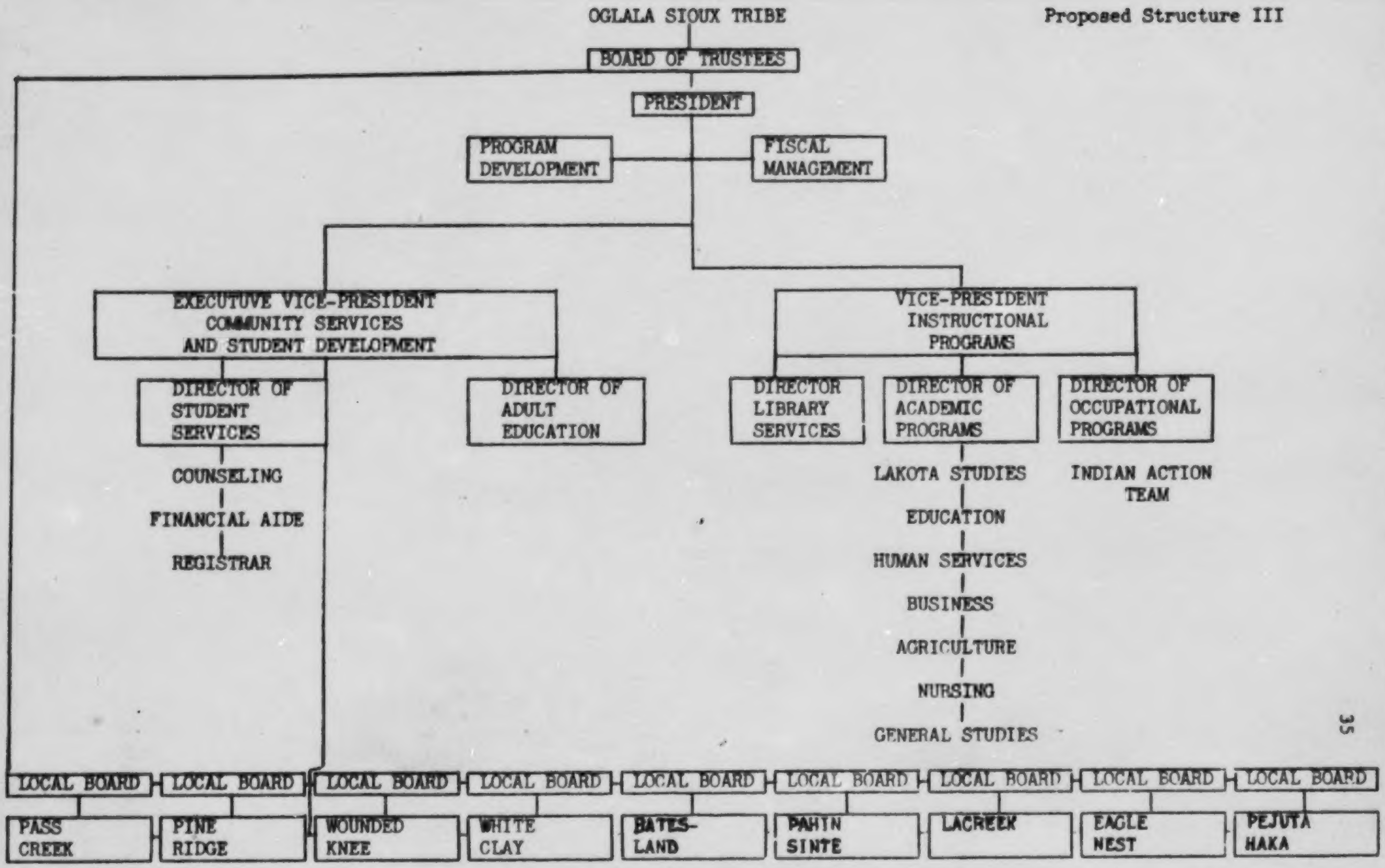
LOCAL BOARD
BATES-LAND
LOCAL BOARD
PAHIN SINTE
LOCAL BOARD
LACREEK
LOCAL BOARD
EAGLE NEST
LOCAL BOARD
PEJUTA HAKA

Proposed Structure III


OGLALA SIOUX TRIBE
BOARD OF TRUSTEES
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VICE-PRESIDENT INSTRUCTIONAL PROGRAMS
DIRECTOR OF STUDENT SERVICES
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LOCAL BOARD
LACREEK
LOCAL BOARD
EAGLE NEST
LOCAL BOARD
PEJUTA HAKA

In addition, the Executive Vice-President will act as an assistant to the President and act in his or her capacity when the need arises. This system will insure that the district centers receive the input they need.

Proposed Structure III

This is a compromise between the two previous structures. It is very similar to Structure I except that the Community Services and Student Development Division would be supervised by an Executive Vice-President with responsibilities as described in Structure II. Once again, this type of a structure will insure that the district centers receive the input they need.

Local Boards

In previous discussions, the role of the local boards was of major concern. Regardless of the type of structure eventually implemented, the role of the local boards with respect to the district centers must parallel that of the Board of Trustees with respect to the entire College. The local boards should establish the policy for the district centers and the center directors under the direction of the vice-president, should then implement the policy. The vice-president, in addition to maintaining supervisory responsibility over the center director would insure that other college programs are meeting district needs. The Vice-President would also provide the local boards and district center staff with the types of training needed to enable them to meet their objectives.

Under no circumstances is it realistic to except the local boards to have other than direct access to the Board of Trustees since the majority of the local boards have members that represent them on the main board.

Key Points

The following points are crucial to insuring a successful organizational structure:

1) Areas of responsibility for the staff and local boards must be clearly defined. College staff must have a clear understanding of their relationship to other staff and the local boards.

2) The local boards must be delegated sufficient authority to enable the district centers to meet the needs of their service areas.

3) The district centers, as well as other programs, must implement systematic processes through which needs of the service area can be clearly identified.

4) The district center directors must maintain supervisory responsibility over personnel assigned to their centers.

5) Training for staff and board members must be initiated to insure that a clearer understanding of the community college, its functions, and the role of decentralization exists.

6) Clear and consistent decision-making (planning) processes must be developed and adhered to. Among other things, this will insure that college decisions reflect adequate input from the appropriate personnel. Also, program proposals will be reality-based and more readily justifiable.

IV. INSTRUCTIONAL PROGRAMS AND SUPPORT

Introduction

Instructional programs have been cross-accredited with state colleges from the very beginning at OSCC. In 1970 courses were approved and accredited through the University of Colorado and Black Hills State College. More recently, cooperative agreements have been arranged with the University of South Dakota at Vermillion (USD) for the registered nursing program, and South Dakota State University (SDSU) at Brookings for agriculture, home living and early childhood, and USD at Springfield for a psychiatric technology program. A building construction program was offered cooperatively in Porcupine with the University of South Dakota's program from Springfield (USDS).

Although the cooperative arrangements with state schools have assured that transfer students will receive full credit for all courses taken, they have inhibited the development of specifically occupational and terminal programs. In many instances the occupational dimension of certain programs has been stressed as in the RN program and in the emphasis on applied courses in our education and business degrees. Continuing education needs were extensively surveyed in 1975 (Scileppi) and selected needs have been addressed through workshops organized by academic staff and center directors. Continuing education units (CEU's) have been awarded for cake decorating and nutrition workshops, among others. All in all, though, OSCC has emphasized the transfer programs covered below with occupational and continuing education needs being only peripherally addressed to this time.

Scope of Programs

As a community college, OSCC delivers programs ranging from basic literacy to highly technical aspects of nursing, business and agriculture. Adult Basic Education and G.E.D. testing have always served an important bridge function for the academic programs. Indeed, requests by G.E.D. graduates for continuing educational opportunities in the spring of 1970 brought about the course offerings which eventually became OSCC. In 1976, OSCC felt the need to strengthen its programs in the area of basic literacy and a Right-to-Read (RTR) program was implemented in addition to the ongoing adult education programs.

Through the fall of 1977, all entering students took proficiency exams in math and reading and were referred to Ed 161--Developing Skills and/or Math 010--Basic Math, as needed. Problems developed with coordinating this process and in the summer of 1977 the Board suspended this practice. In response the faculty developed some new ideas for a Developing Skills program being implemented in fall 1978. College students with reading problems are being referred to RTR tutors in each district.

Currently the college offers majors in Agriculture, Business, Education, General Studies, Human Services, Lakota Studies, and Nursing. During 1975-77 there was a degree program in carpentry, but it was suspended in the spring of 1977. The Board of Trustees is currently investigating redeveloping carpentry along with other industrial and occupational programs. The college also maintains a financial aid office, a registrar's office and a counseling program. All of these programs have developed self descriptions which are included below.

DEPARTMENT OF ADULT EDUCATION

Background

The Department of Adult Education was established in June, 1978 to more efficiently meet the goals of all adult and continuing education programs within the College. Historically, the College has offered GED instruction through BIA funding and in 1974 received the authority to provide GED testing for the Reservation. In 1976 the Right to Read Academy was added through Office of Education funding to improve literacy skills in youth and adults. Additionally, continuing education workshops are conducted in all districts whereby enrollees may receive a Continuing Education Unit for every three hours of participation. OSCC was awarded a three year grant on July 1, 1978 under Title IV-C to develop curriculum and provide instruction in life coping skills and GED instruction for 250 clients.

Oglala Sioux Community College awards approximately 70 GED certificates annually. The Academy served 72 clients in 1976-77 and is projected to reach 200 in 1977-78. Continuing Education Units have been received by participants.

Purpose

The purpose of the Department of Adult Education of Oglala Sioux Community College is to provide instruction based on client interest and progressive theory in adult basic education, high school equivalency, and life coping skills to clients sixteen years of age or over without a high school diploma or equivalent; literacy improvement skills to youth and adults in or out of school with a target area of reading levels below a level eight; and continuing education units for courses on topics of local interest to the total adult population.

Goals

Goal 1. To be responsible to the educational needs of the adult population of the Pine Ridge Indian Reservation.

Goal 2. To provide a comprehensive adult educational plan for the Pine Ridge Indian Reservation to include all instructional levels and interests in Adult Education.

Goal 3. To designate responsibility of each area of Adult Education to staff members who are trained and committed to progressive adult education philosophy and competencies.

Goal 4. To provide opportunities to adults for the development of a positive self-concept and the capacity to have an impact on events in their lives.

Goal 5. To provide Adult Education as a bridge to higher education.

Goal 6. To provide bilingual education within the Adult Education programs in all components.

Programs

The Right-to-Read Academy provides individual or small group tutoring to anyone over the age of 16 who wishes to improve reading skills for everyday living, employment, or to take advantage of or improve in available educational opportunities.

Life coping skills provides classes in government, health, consumer education, arts and crafts, and Sioux History and Culture for adults who have not completed secondary education.

GED instruction and testing provides individualized and small group instruction to adults who have not completed a secondary education. Weekly GED testing is provided.

Continuing Education provides Continuing Education Units for classes and workshops held throughout the districts on topics of interests that have included weaving, ground school, proposal writing, and crafts.

Future Demand for Services

Research and statistics indicate that 62 percent of the adult population throughout Pine Ridge have not completed a high school education. Therefore, there are presently over 3,000 potential participants for Adult Education services. Even assuming a progressively increased high school completion rate and removing from the figures the population who will receive

GED at the projected rate, Adult Education can anticipate long term demands for service.

Of the total Right-to-Read participants, 27 percent have been over the age of 36. During the last six months of operation, 31 percent of the participants have been in the over 36 age group, indicating that among more mature adults there is perhaps an increased awareness of and interest in resuming education.

Additionally, stronger coordination and cooperation developed with manpower, CETA, and other vocational and employment agencies, increased publicity, implementation of the projected services, and expanded continuing education classes will identify and reach more of the target population.

Staffing

Staff directly concerned with the Adult Education programs are the director, assistant director and field coordinator from the central office. In each district center a full-time para-professional is responsible for tutoring in all Adult Education programs. In addition, center directors provide supplemental instruction and coordinate the Adult Education programs. Training is provided to all adult education staff in curriculum and community development. State GED tests are currently administered by the assistant program director.

AGRICULTURE DEPARTMENT

Background

The degree program as shown in the Bulletin was approved by the South Dakota Board of Regents in December, 1976, and is a cooperative degree with South Dakota State University. Adjustments are required in the degree to accommodate an OSCC policy change regarding Lakota Studies requirements for all degrees, in order to keep the degree around 67-70 hours.

During the one and a half years that our department has offered courses, twenty-two students have enrolled in specific agriculture courses.

Purposes

a) to offer academic courses in the Associate of Arts degree program in Agriculture on an open enrollment basis,

b) to provide community and adult educational programs in agriculture and natural resource areas to all interested community people.

c) to remain sensitive and responsive to the Lakota culture as courses and programs are developed, offered, and reviewed; and to incorporate a Lakota cultural and value perspective into all efforts of the department, and

d) to cooperate with other agriculture and natural rescurces related training and educational programs on the Pine Ridge Reservation.

Programs

Eight students are employed through CETA in an Agricultural Extension training program conducted and supervised through this department and the district centers.

The department also coordinates a CETA "agricultural skills" program in cooperation with the OST Agricultural Enterprise, Ind. for about twenty trainees who will receive twenty-seven hours of credit.

Community education and technical assistance activities for people who chose not to avail themselves of the academic program are also provided. Both through our extension trainees and by the staff directly, we attempt to reach people in the communities by means of:

a) general surveying of reservation landowners to determine present conditions and perceived needs in relation to agriculture,

b) presenting workshops in response to specific requests or on our own initiative,

c) providing information or coordinating with other resource people to address a particular need, and

d) offering technical assistance in researching or proposal writing to enhance the effectiveness of community-based programs and individuals.

Future Demands for Services

The Oglala Sioux Tribe is placing increased emphasis upon parks, recreation, and tourism development. Indeed, fully thirty-nine percent of jobs on the reservation are agriculture related (Smith, May 1978). Negotiations with the National Park Service may soon lead to the creation of training facilities and activities for parks managers and rangers. Whatever cooperative arrangements are made between the Tribe and federal agencies, OSCC will be able to contribute to the academic portion of that professional training.

In the longer run, we expect and plan for rapidly increasing enrollment in the Agriculture degree. Whereas only ten students were taking courses in our department during the Spring semester of 1977, about 28 students will be enrolling in Agriculture degree courses in the fall of 1978. That increase is due to the establishment of training programs which embody academic courses and we foresee yet further expansion rather than a diminution of that demand in the next six years.

Our cooperation with other organizations within the next few years will be in the areas of forestry, parks management, conservation, and, in general, resource management. As our involvement broadens from animal, crop, and range science, we feel that in name as well as outlook our department should broaden. At some point, our overall purposes will be better served by becoming the Natural Resources Department.

Staffing

Two people staff this department at present with courses also being taught in the skills training program by one of the Agricultural Enterprises staff. A veterinarian also teaches some courses on a part-time basis. Current staff have expertise in agricultural economics and range science. It is currently planned to add a person with knowledge of specifically vocational programing and some expertise in animal science.

BUSINESS DEPARTMENT

Background

One of the first degrees offered by the college, the department initially required specific emphasis in secretarial, accounting, or management. This followed the program of courses at BHSC. Currently, to allow for more flexibility in course selection, the degree allows the student to take a core of courses and then select business electives towards a specialty if they like.

Sufficient offerings have been possible to permit a few students to complete the business sequence each year. Eleven classes were offered in the Spring of 1978 with an F.T.E. of 28 while 13 classes were offered in the Fall of 1977 with an F.T.E. of 33. Currently 11 courses in the department plus Micro-Economics are required in addition to the college core.

Graduates from the business programs totaled 3 in 1974, 3 in 1975, 1 in 1976, 2 in 1977, and 1 in 1978. There are about 30 active students in the department. Although some are studying as far away as Wanblee, the major portion live and work in Pine Ridge.

OSCC business graduates are now holding such business related positions as: Assistant Contracts Officer (Tribal Office), Postmistress (Kyle), Data Coordinator (Office of Native American Programs), Secretary (ACKO), Financial Aids Officer (OSCC), and Bookkeeper (Tribal Office).

Purposes

1. To provide the Oglala Sioux people with a series of occupational and professional business related curricula designed to prepare students to assume the business related tasks within their communities and the Tribe.
2. To provide students with business related competencies and exposures to values thereby enabling them to achieve a respectable livelihood and fulfill themselves individually and as members of their communities.
3. To provide a program of outreach to communities and organizations within the service area of the college.

Programs

Turn over in staff has presented major problems in developing business programs. In addition, the small number of students initially interested makes it difficult to deliver courses consistently in any district but Pine Ridge. (See data on active and inactive majors from Jeanne Smith's study in Chapter II above). Paradoxically, because of the high turnover and low skilled work force, people are currently able to obtain good jobs without adequate training in this area. Therefore, upgraded skills will take a coordinated effort with employers to develp real rewards, a task made more difficult by an already inflated wage market in this area.

To date no specific training programs have been implemented, although an accountant training program was submitted to CETA in 1977. It is expected that the vocational education director, business chair, and business - vocational instructor will work with tribal projects to develop meaningful curriculum. Any students and courses in this area also face more directly than any other the conflicts between the extended family based communalism of the Oglalas and the individualism of American business.

Whether business programs can be developed that capitalize on the existing strong motives and drives of the Oglala to be valued members of tight family units remains to be seen.

Future Demand for Services

Given the shortage of skilled secretarial, clerical, management and accounting workers on the reservation an expansion of the program seems warranted (cf. Smith, May 1978). Five hundred and seventy-one jobs exist in these areas.

Additional classes might include: workshops or classes in small business organization and management, new classes (e.g. key punch), and probably a cooperative education (work part-time and study part-time) program.

Certificate programs of one semesters duration are also being considered that would emphasize office skills and downplay academics. Hopefully these programs can be integrated into successively more sophisticated career ladders within our programs and various local agencies.

Staffing

Three positions have been allocated to the department over the past two years. Last year the chair left because of severe medical problems in mid-year, the secretarial sciences instructor left for her husband's new place of employment and the remaining instructor suffered a major car accident, returned and then left for further graduate work.

Currently the program is staffed by a chair with his doctorate. One person with a BS is available for the coming year and recruitment is under way. Two qualified persons have been approved through BHSC as part-time instructors.

EDUCATION DEPARTMENT

Background

When the college was chartered in 1971 it had already been offering education courses for almost two years. The first designated chair of education began in 1972 and worked in that capacity for a year before going away on a doctoral program. From 1974-76, the academic vice-president and one instructor managed course demands along with several part-time instructors. In 1976 the present chair with one full-time instructor, a three quarter time instructor and several part-time instructors developed a Title IV "Special Teacher Training Program" in each district across the reservation.

At the present time the College offers 27 courses in the overall education degree, including courses for education electives. Of those 27 courses, 20 courses are specifically for elementary education. There is also a selection of courses in other areas to provide a sound general education. In the professional core there are nine courses that are required in the A.A. degree.

The Education department of the College has a history of having the most graduates, and the most enrollments in classes (48 percent of the graduates so far). It is felt that this high percentage is because of job opportunity (see Smith, May 1978). There are approximately 617 job slots in the field of education on the reservation and 521 of those slots are in the schools, both BIA and non-BIA. Annual turnover in professional positions runs from 10-30 percent.

The Current Program

The initial A.A. degree program was patterned after the Teacher Aide Program at Black Hills State College. The degree was changed in May 1977 to include a fifteen hour Lakota Studies institutional requirement, and the deletion of one course in beginning typing.

The current degree program was designed to accomodate the active education majors who number roughly around 102 86 were surveyed to participate in the Title IV-Special Teacher Training Program. Seventy-nine out of the eighty-six were working in some capacity for an educational system on the reservation. Most of these were teacher's aides. The students felt that their education should include practical method courses to assist them in their jobs. For this reason, the professional core and education electives have included a majority of upper division courses. The students who are served by this program tend to remain active students because of the job situation. There are eleven schools on the reservation, and two parochial schools and two contract schools that are contracted by the Bureau of Indian Affairs to local school boards. The students become involved in college courses because of the upgrading system of the school programs; aides are upgraded according to the college credit hours they have earned.

Several of our students have gone on with their education through special programs on the reservation such as Teacher Corp. Presently, at least fifteen OSCC education graduates have gone on to attain Bachelor's degrees.

Purposes and Future Demand

The goals and purposes of the education department, therefore, are in line with the needs of the students in that we can offer course work that would help them successfully work with children in schools and still offer them a program transferable to any four year degree college. A new degree program is being proposed with these goals in mind.

The department's emphasis then, is shifting from teacher aide training to preparing students for a four year degree while they continue to work as aides in schools. Basically, the College's Education Department aims to offer students course work that will be of practical help to those wishing to be educators on the reservation, and simultaneously, increase their background knowledge and understanding of their Lakota culture and history. Student involvement in decision making is a high priority of the department. It is hoped that as the College grows the positive impact it makes on the community will noticeably increase, especially as students become equipped to move into teaching and administrative positions in the local schools.

From twenty to forty Bachelor's graduates a year can expect to find positions on the reservation for at least the next six years.

Staffing

Currently there are two full-time instructors, the department chairperson who teaches up to three courses, and approximately three part-time instructors in the Education department. Two members are older with a wide range of teaching experience while the chairperson is a recent university M.A. with one year of teaching experience in special education. Two of these staff members are Native Americans. The three part-time instructors have served the College for several years. All are widely experienced with education on the reservation and have deep experience with Oglala communities.. One is a tribal member who works for OSCC as a center director, another worked at one time as a full-time OSCC instructor and the other has held teaching and administrative positions in several OST educational programs.

GENERAL STUDIES DEPARTMENT

Background

The General Studies Department offers a two year Associate of Arts degree designed to meet the broad requirements of any B.A. degree. The

General Studies program is designed to serve students seeking substantial foundation in several different fields rather than intensive work in a single major. This program offers a broad background in the humanities, social sciences, natural sciences and communications and services other departments such as education and agriculture.

The General Studies program offers an average of 18 courses per semester with a heavy concentration in English, Speech and Basic Math offerings.

There are 52 active students in General Studies. Spring semester, 1978 the department delivered 27 courses with an average enrollment of 13 students.

Purposes and Programs

The General purposes of the Oglala Sioux Community College are to provide trained personnel for the tribe, to provide a Lakota perspective on education, to offer programs that raise the standards of academic excellence, and to assist with community development. In terms of providing trained personnel, General Studies emphasizes the selected objective of integrating academic experience wherever possible with the students' actual work experience. Pre-medical, pre-dental and pre-veterinary programs are also feasible with current offerings. Continuing Education workshops are offered and in the past we have offered General Math for carpenters. Of course, the General Studies program helps prepare students to pursue B.A. degrees in Elementary Education, Human Services, and other areas.

Currently we are working to promote the application of the Lakota language, history and culture to General Studies courses. We plan to develop curricula in American literature and history. The humanities need to be stressed more and materials need to be developed for these courses reflective of Lakota culture and reservation life. For example, a literature course is being designed based on novels about Indian and white contact and conflict.

The Lakota language has been employed in speech classes and could be employed more in the teaching of English. Many of our students are bilingual with their primary language as Lakota. Despite their highly developed verbal abilities, many of our students have difficulty writing English. They would like to take a more bilingual approach to the teaching of English.

The major priority of the General Studies Department next year will be the development of basic skills. We now propose to replace the one hour study skills course with a basic English course and a Basic Reading Seminar. In the past all entering students have been required to take proficiency exams in basic math, English and reading. Failure on these exams restricted the student to enrollment in a one hour basic skills class, English 101 and math 010 or 140. However, in practice these constraints and aids have been impossible to implement. The Basic English course will be an addition to the two semesters of required English. The Reading Seminar would be one hour of lecture and two hours of lab. Both the Reading course and the Basic English course will be voluntary and depend heavily on good publicity. Testing can be administered during the English 101 course or by a counselor. To be successful, testing must be diagnostic and not punitive and this approach is now being developed and tested for Fall 1978. Students wishing to go beyond the basic speech requirements will also be able to take SpCM 222 (Argumentation and Advocacy) which should enable them to go more deeply into practical communication skill building.

Future Developments

General Studies will continue to function primarily as a service department for other majors. The new science program being developed with NSF funding will service allied health, agriculture and education department needs. Development of a smoothly functioning program of basic skills for students in allied health and vocational programs will become increasingly important. Also, as education students focus more on the liberal arts their first two years there will be more need for the literature and humanities courses being developed.

We plan to work closely with the Adult Education Director and the Student Services Director to develop a center where students needing help in basic skills can come for immediate diagnosis and assistance.

Staffing

Teaching duties are performed by three full-time instructors in Math, Natural Science and Social Science and by two three-fourth time communication instructors. The Chairperson has a B.A. in Anthropology and an ABD in American Studies, one instructor has a Ph.D. in Zoology, one communication instructor has an M.A. in Foreign Languages, another an M.A. in English Education. One instructor has an M.A. in Math and another has a B.A. in Political Science. The Staff also consists of four to five part-time English instructors with M.A. degrees. These part-time teachers are hired and paid in the district centers and usually they teach one course, although they are allowed to teach two.

We also plan to promote Indian staff development by assisting students to obtain their degrees. Accordingly, an Indian student is completing his B.A. degree this summer and will join the staff next fall. We are also creating the position of teaching assistant to encourage outstanding Indian students and allow them to gain teaching and counseling experience.

HUMAN SERVICES DEPARTMENT

Background

The Human Services Department was originally established as the Social Services Department in 1973 when an Associate of Arts degree was negotiated with Black Hills State College. Since 1973 the degree offerings have grown to include: an A.A. in Social Services (BHSC) - 1973; an A.A. of Applied Science in Psychiatric Technology (USD at Springfield) - Spring 1976; an A.A. in Home Economics (SDSU Brookings) - Spring 1977; an A.A. in Early Childhood Education (SDSU Brookings) - Spring 1977.

On December 7, 1977 an on-site visit by a seven member committee established by the SD Board of Regents gave the program a favorable review and recommended the establishment of a 4 year degree in Early Childhood Education in cooperation with SDSU. These developments require redesigning the A.A. degree programs.

The Human Services student body has grown from 8 students in 1973 to 40 students in 1978. Two-thirds of the 40 students are female. Two-thirds of those 40 students are enrolled in the Social Service AA program. In 1973-74, the department offered 5 courses with 90 students enrolled. That number has grown steadily until in the '77-78 academic year 29 courses were offered across the reservation with a total of 332 students enrolled.

The department has had a succession of department chairpersons since 1973. From 1973 until the 75-76 academic year the department chairperson was the only full-time staff person with all instruction being done by the chairperson and part-time staff. The full-time academic staff expanded and stabilized in 1976 with three full-time staff that have remained with the college.

Purposes and Objectives

The primary objectives of the department are: A. To provide a comprehensive Human Services degree that will prepare students to meet employment needs of the reservation. B. To serve tribal agencies and individuals in such a way as to enhance the quality of services and life. C. To provide for professional growth and development of the Human Services faculty and potential faculty.

Programs

A. To provide a comprehensive Human Services degree that will prepare the students to meet the employment needs of the reservation. Activities to meet the above objective included: 1. Expanded the A.A. degree offerings from one to four as discussed above; 2. Negotiated a cooperative agreement with the USD Department of Social Behavior and the Division of Allied Health Science to make upper division courses from USD available in Pine Ridge. Thirty (30) students registered for courses; 3. Provided an academic training program for 29 Head Start and Parent Child Center personnel.

B. To serve tribal agencies and individuals in such a way as to enhance the quality of services and life. Activities to meet this objective included: 1. Promoted and/or conducted 25 workshops in the Human Services area from 1973-1978; 2. Conducted 197 workshops in Home Living for 1171 people in nine districts between October 1, 1976 and March 30, 1978; 3. Provided one professional meeting a year for Human Service Staff.

Future Developments

The following structure has been designed to facilitate future curriculum evaluation, departmental planning and promotion. The Human Service Staff will establish a student/community advisory committee which will meet in the Spring semester of every year to: evaluate and provide input into curriculum development, provide suggestions for Human Service public relations, be instrumental in planning a Human Service Conference.

Human Services staff will meet in the district college centers each fall to: provide academic counseling; plan Human Service out reach.

We will promote the Human Service program and student self-concept by sponsoring: a Human Service Conference; Arts and Crafts Shows and Sales. And we will meet with individual tribal agencies annually to: determine in-service training needs; discuss student employment; consider academic training for agency staff; explore possibilities of student field placement.

Finally we will periodically: determine department priorities; prepare material for curriculum development; explore, discuss and evaluate teaching techniques; provide staff support; encourage inter-departmental planning; share/interpret professional activities for accomplishing departmental objectives.

Staffing

The chair and two instructors in this department have served since at least 1976, one instructor began in 1975. The chair has an M.A. and specialty in Early Childhood Education with broad experience and some courses in social work. The Home Living instructor who works with CETA extension trainees in each district has an M.A. and broad experience in Home Economics. The Sociology instructor has an M.A. and broad experience on the reservation but had developed more of an interest in the newspaper and mass communication area. It is expected that he will continue to teach a course in the field of sociology but will concentrate more on developing a program in media and mass communication. Accordingly, a position for someone with a social work background has been advertised.

LAKOTA STUDIES DEPARTMENT

Background

The Oglala Sioux Tribe and the OSCC Board of Trustees have stressed the importance of Lakota Studies in the curriculum from the very beginnings of the college. In fact, the chairman of the Board had taught graduate courses in Sioux History and Culture as extension courses in the late 1960's. He continues to teach part-time for the department today as does the current college president.

Many of these courses were original and untried, and discussion, debate and work has centered on the development of curriculum in this area. Even beyond development of specific courses in Lakota Studies which could be cross accredited from BHSC, the department has also had a responsibility for assisting other departments in the development of reservation specific materials and in staff development.

In 1971, Della Bad Wound was hired as the first full-time Lakota Studies Coordinator. Following Ms. Bad Wound, Jerry Dearly served as Chairperson for approximately one year. In 1974, Edwin Fills The Pipe became Lakota Studies Coordinator and served full time in that capacity until 1976. From 1976 until the spring of 1978 Mr. Fills The Pipe was on the tribal council but remained with the college center on a half time basis primarily as Lakota Studies Co-coordinator responsible for the language aspect of the degree. Bonnie Holguin was hired full time in 1976 as Lakota Studies Co-coordinator responsible for the history and culture areas.

Since it was originated, the purpose of the degree has been twofold. The two objectives have been to teach the language, history and culture of the Lakota people, and to train individuals to become bilingual or bicultural instructors at the elementary or secondary levels. In an effort to achieve the objectives, the Associate of Arts degree requirements included a large number of courses which were also required of the Associate of Arts degree in Education. Added to the basic requirements were four emphasis areas from which the student could select: Lakota Language, Lakota Culture, Arts and Crafts, and Music and Dance. Since the degree program was adopted, it has undergone a few changes. The first change affected the course numbers, and the Lakota Music and Dance emphasis area was reduced by two courses. The second revision included the total number of hours required to graduate, a few minor course deletions and additions, and combined the Arts and Crafts and the Music and Dance emphasis areas into one area entitled Lakota Arts and Music. After the second change the degree has remained the same although a revised Lakota Studies degree was presented to the Lakota Studies Council for approval on June 7, 1978. The next step will be presenting it to the Board of Trustees and Black Hills State College for review and final approval. It may need to be approved, then, by the State Board of Trustees. If approved, the program may become effective the 1978 fall semester although that date is dependent upon the action taken by the respective reviewers. The intent of the proposed change will be to relax a number of the course requirements by allowing the students a greater amount of flexibility, and to provide an education emphasis area. The courses could conceivably lead to a four year degree in Education with a Lakota Studies minor or an Associate of Arts degree with enough Education and Lakota

Studies courses to teach or assist in teaching Lakota Studies courses in the local schools.

Enrollments in Lakota Studies in the last two years have consistently been between 42 and 52 FTE's. The number of courses offered during this time varied from 8 to 15. There have been no A.A. graduates in Lakota Studies. The lack of graduates is attributed to the absence of any specific employment opportunities for graduates (cf Jeanne Smith, May 1978). Some education students, however, have concentrated their electives in Lakota Studies and are now teaching elementary school courses in Lakota culture, history and language.

Purposes

The overall philosophy and purposes of OSCC give a specific charge to the Lakota Studies Department to preserve the heritage and to relate the more technical degrees to the needs of the reservation. Some of the more concrete objectives toward which the department is working are:

1. Provide Lakota Studies staff with training i.e. in-service workshops, classes, etc. in the language, history, and culture to enhance their knowledge and improve the delivery system to the students.
2. Allow staff time to conduct research in the Lakota language, history or culture which will serve as resource material.
3. Develop curriculum relevant to the needs of the Lakota people.
4. Inter-departmental planning to promote the Lakota perspective in all degree areas.
5. Collect, develop, and maintain resource materials i.e. tribal records.
6. Develop oral history, music and photo archieves to serve as resource materials.
7. Establish departmental identity and greater public awareness to serve as reservation resource center.
8. Encourage and promote cultural activities for the greater understanding and awareness of the Lakota heritage and the preservation of that culture.

Programs

The students likely to be served by the department will be: 1) students from every degree area of OSCC in fulfillment of the 15 hour institutional requirement in Lakota Studies; 2) students wishing to take additional Lakota Studies courses to better relate their degree programs to needs of reservation residents; 3) individuals in no particular degree program who wish to improve their understanding of the Lakota heritage; and 4) Oglala Sioux Community College Indian and non-Indian staff members who desire in-service training to better understand and serve students.

To serve these students, the department has: 1) revised the Lakota language proficiency exam requiring the student to have a clearer, more comprehensive understanding of the language than previously provided; 2) established a Lakota Studies Council to ensure academic excellence and serve as a valuable resource to the department; 3) utilized local expertise in developing audio-visual materials for various Lakota Studies courses; 4) began to develop curriculum that relate to other degre programs; 5) worked closely with the Education department in suggesting Lakota Studies courses that would best serve as a minor program of study, 6) on a trial basis, provided an in-service training session for the academic staff; and 7) acquired more full-time staff to better deal with the number of Lakota Studies courses requested.

In July, 1977, a FIPSE grant was received to develop curriculum for the Lakota Studies department and to assist the Agriculture and Business departments in developing culturally relevant curriculum materials. The process is slow but when completed, will be a step toward meeting objectives of the College and department.

Staffing

The agreement with Black Hills State College requires our instructors be approved by that institution to teach specific courses. Because of our course content and our unique situation, not all Lakota Studies instructors have the necessary degrees but are recognized for their known expertise. To satisfy Black Hills State College's concern for degreed instructors and our need for individuals knowledgeable in the customs, language, etc., a workable solution was reached in the spring, 1977. To ensure academic excellence for our department, a Lakota Studies Council was formed composed of 4 local people and the two Lakota Studies Co-coordinators. Three of the members have degrees and three are considered experts in a particular aspect of Lakota Studies. The members were selected on the basis of their expertise in various areas of Lakota Studies, i.e. music and dance, political science, education, language, Native religion and philosophy, and history and culture. The Council's primary function is to meet with non-degreed Indian individuals and/or degreed non-Indians interested in teaching for the department. The meetings serve as a "screening" procedure to select qualified, knowledgeable part-time instructors (as we use an average of 7 part-time instructors per year). Since the Council has been in existence for only 1 year it is premature to judge it as success or failure. As one indication, though, student evaluations of the individuals approved by the Council have been positive.

Since 1974 Mr. John Attack Him has served as a full-time Lakota Studies instructor providing a certain amount of stability to the department as it experienced degree changes and a series of coordinators. The coordinators have taught 2-3 courses per semester, Mr. Shortbull has also taught one

Lakota Studies course per semester and Board Chairman Gerald One Feather has also taught one course a semester. On January 11, 1978, Mr. Michael Her Many Horses returned from staff-up-grade with a B.A. in Social Science and taught two courses. As an instructor/researcher, he has been active in drawing up lists of resource people for oral history interviews, and assisted in developing audio-visual curriculum materials for 2 courses. This fall semester Mr. Robert Gay, a former center director who has taught courses part-time, will also return from staff upgrade with a B.A. in Social Science from BHSC and will teach some courses in the department.

NURSING DEPARTMENT

Background

In November, 1961, at a meeting of the South Dakota Board of Regents, the following was resolved: "that the University of South Dakota develop a two-year nursing program beginning in the Fall of 1962; that any and all further development of two-year nursing programs shall be an extension of and under the supervision of the University of South Dakota."

In 1973 OSCC developed a cooperative agreement with USD and entered eight students as freshmen in a two year registered nursing program. Ten more students were admitted in 1974 and fourteen in 1975. The National League of Nursing reviewed the program in 1975 and gave a favorable report. Fifteen percent of OSCC graduates to date have been from the nursing program. Twenty-two percent of the entering classes in the first two years graduated, twenty-nine percent of the third year class and thirty-three percent of the 1976 class graduated. Six of the first eight graduates are employed in the reservation area and one has gone on for training as a physicians assistant.

Out of the first eighty graduates, only two passed their state boards for R.N. However, three are employed as LPN's, one is a community health program director and one is a health technician for a pre-school program and one is a registered nurse at PHS.

There have been three directors in the first five years of the program and only one of the three teaching staff have returned each year. For the first time, in Fall 1978, the full staff has signed contracts to return.

Purposes

Upon completion of the University of South Dakota and Oglala Sioux Community College Associate Degree Nursing Program, the graduate will:

1. Demonstrate respect for the uniqueness, worth and dignity of each individual, including self.
2. Use appropriate communication processes with the patient, his family, and members of the health team to develop satisfactory interpersonal relationships.
3. Implement appropriate nursing actions based on an understanding of the principles of biological, physical, and behavioral sciences in the provision of nursing care.
4. Provide safe, intelligent, and appropriate nursing care utilizing the nursing process.
5. Demonstrate a personal committment to the nursing profession and assume the responsibility for the role as a beginning practitioner.
6. Assume responsibility for life-long learning.

The faculty has developed, evaluated, and revised the nursing curriculum concurrently to reflect the philosophy, purposes, and objectives of the program in relation to society's health needs. Preparation for emerging conditions requires flexibility. With rapid improvement and expansion of health services, the nurse's preparation must reflect role changes and functions and must be geared to the present as well as the future. The faculty has continually attempted to confine the scope of the curriculum to the level of practice defined for the technical nurse.

Programs

Unlike most other OSCC programs, the nursing program assumes full-time student participation and has been set up to be completed in two years. Students take a rigorous schedule of courses with five sciences, nursing courses and clinical experience packed into the first year. Clinical experience continues the second year and has been obtained at area hospitals in Gordon and Rushville, Nebraska as well as at the Indian Health Service Hospital in Pine Ridge. Students have gone for two weeks in the summer to Yankton State Hospital for their clinical experience in psychiatric nursing.

Recently, gerontology and rehabilitative nursing have been stressed as special areas based on national and local needs.

Future Developments

One major need the program has assessed and is working to address is in the area of remediation and tutoring. Several plans are under discussion of how best to provide more support and encouragement to students. A strong need is also seen for some child care arrangements as most of the students are mothers.

There is a need for better clinical experience in pediatrics and arrangements with Fitzsimmons Hospital in Denver are being investigated. Also, it is expected that occupational programs developed in allied health will be coordinated with nursing courses.

Staffing

The program has a directress with an M.A. in nursing who teaches part-time and two instructors, with four year degrees and nursing experience. This past year an Indian woman with a nursing diploma assisted with clinical experience but it is planned for her to do counseling and tutoring in the coming year. One person from the vocational program will assist part-time in nursing and in development of an allied health program.

STUDENT SERVICES

Financial Aid Department

The main function of the Financial Aid Office (FAO) is to fund each student regardless of race or career choice to meet individual needs. To accomplish this goal the FAO must work closely with all funding organizations, and be able to meet their deadlines, regulations, procedures, and objectives. Most importantly the FAO must be able to explain the process of all types of funding to each student, be able to communicate not only with students, but co-workers in other departments within the college, all funding organizations, and various committees and boards on and off the reservation.

When the Oglala Sioux Community College first started, there was very little funding. The first year each student had to pay their own tuition at a rate of $ 4.00 a credit. Since there were few classes offered this was not a burden on the students. Instructors volunteered their time and services in order to keep the college operating and trained Indian staff in the jobs which they then held. When the second year started in 1971, the Tribe realized that the college was meeting the needs of not only our people but also of programs under the Tribe. It was then that the Tribe began helping OSCC more by having staff from different programs take college courses. In 1972, different programs within the tribe began paying for the students' books and tuition and at times provided some instructional staff. It was at that time that BIA began allowing funds for students' books and tuition if they were ¼ Indian or more. Since there were only a few employees working as full-time staff at the college then, we were unable to meet the needs of alot of students by not knowing when and where to apply for scholarships offered by different funding agencies. In 1973, our students were given the opportunity to apply for Basic Grants through Black Hills State College, but this was only if the student had never received any college credits before. In 1974, Basic Grants were offered to every student regardless of college credits earned as long as they had financial need. There was also other funding offered such as: Arrow Scholarships, BIA Grants, South Dakota State Scholarships, South Dakota Indian Scholarships, Veterans Benefits, Supplemental Educational Opportunity Grants, College Workstudy, National Direct Student Loans, and Guaranteed Student Loans. We now have the same funding offered as any state institution, but the student has to meet the basic requirements.

In starting an aid office in the next six years, the financial aid office will be required to have the full responsibility in implementing an overall operation of financial aid to be disbursed directly from the Federal Financial Aid programs to the Oglala Sioux Community

College. This way our students will be able to receive grants when enrolling. As it is now, the majority of our students have to wait anywhere from two months after classes begin until the end of each semester. Sometimes they receive their grants even in the next semester. With our college administering financial aid we will be able to handle the complete financial aid package for each individual student.

When we begin administering our own financial aid program, we will be allowed to receive administrative costs from the federal programs. Then, in administering financial aid, our responsibility will be that student aid information is available to any enrolled or prospective student who requests such information. However, this administrative cost will not be granted unless we are able to give the following information to students:

1. What student financial aid programs are available through our institution.
2. How student aid is distributed among students.
3. How to apply for the student assistance programs and what standards are used to determine their eligibility.
4. The criteria used at our institution to determine whether a student is maintaining satisfactory academic progress and the procedure by which a student who has failed to maintain such progress may re-establish eligibility for federal student financial aid.
5. The rights and responsibilities of each student receiving financial assistance.
6. The means by which financial aid will be disbursed and the frequency of disbursements.

7. The terms and conditions of employment which is part of the financial aid package.
8. The terms of and schedules for repayment of student loans.
9. The cost of attending our institution.
10. The refund policy of our institution.
11. The academic programs available at our institution and the faculty and facilities available for those programs.
12. Data regarding retention of students at our institution.
13. The number or percentage of students completing each program if such data is available.
14. Where and from whom information on student assistance at our institution may be obtained.
15. A college employee will always be available to students.

After training of Oglala Sioux Community College staff in the financial aid area, we realize we must reach these criteria to become an eligible institution and apply for this eligibility within the alloted time. We must also reach the following requirements to become eligible.

1. Apply to the U.S. Office of Education's Division of Eligibility and Agency evaluation for a determination of institutional eligibility.
2. Must offer programs beyond secondary school.
3. Be able to provide letters from three accredited institutions stating that our institution credits will be accepted by their school.
4. Must only admit students with a high school diploma or equivalent.

Not only the eligibility criteria must be reached, but also we must be able to meet the terms of agreement and their general provisions within that program between the Office of Education and ourselves. These terms of agreements will cover the following programs:

1. Basic Educational Opportunity Grants.
2. Supplemental Educational Opportunity Grants.
3. College Work-Study Program.
4. National Direct Student Loan Program.
5. Campus Based Programs.
6. Guaranteed Student Loan Program.
7. State Student Incentive Grant Program
8. State Indian Scholarship Program.

The terms of agreement on the above programs will be applied on a yearly basis and will end at the end of the fiscal year unless an extension of agreement is entered into by the Institution and the Commissioner.

Staffing

The current director has an A.A. from OSCC and has worked in the central office from the earliest days of the college. She has one assistant and they work closely with the registrar and counselors.

Registrar's Office

Background

All students' records have been kept on file at OSCC as well as forwarded to the cooperating college for each course. Thus, some students have college credits from the University of Colorado, BHSC, USD and SDSU all earned at OSCC. In the spring of 1975 an extensive fire in the administration building burned many student records beyond recognition. Some of those records must still be reconstructed from cooperating colleges when an inactive student re-enrolls. Fireproof files have been obtained for storage of essential records. Records are kept in the central office of over eight hundred past students and each district counselor is now being sent duplicate records of their students.

Program Operation

OSCC registrations must be transferred by the registrar and assistant to the cooperating colleges' forms and submitted to the college shortly after registration, as is also the case with final grades. The registrar spends one day in each district assisting the counselor and students during the two week registration period.

A book clerk in the registrar's office solicits, collates, submits and shepherds book orders from instructors. These must be submitted six weeks before classes begin to BHSC. Instructors distribute books and the registrar's office bills students directly. Extra books have to be retrieved and returned to BHSC.

The registrar prepares all class lists and billings for financial aid or student fees. Also, the registrar oversees part-time instructors pay in that payments are issued only when all mid-term and final grades and all attendance records are in order.

The registrar also prepares a statistical summary of enrollments after the first week of classes and after final classes are over. The summary includes class by class data as well as overall summary information. This data is available to all departments for their use.

Staffing

The current registrar has three years of college and one year of experience as a counselor with OSCC. The assistants are working on their AA's in business through OSCC. One has been with the College for three years and the other for one. For the past year a state funded training slot was established in this department that was also filled by an OSCC student.

Counselors

The counseling sector of the Student Services Office is responsible for directing, supervising, and guiding programs providing services to students in the following fields: (1) Counseling (2) Recruitment (3) Job Placement (4) Student Activities (5) Student Government and (6) Student Discipline.

However, the major responsibility is to provide counseling services to the students and provide attendance information to the central office through the nine counselors which are in each of the district centers. As the College has grown in personnel and services, the number of counselors has increased over the last six years. Initially, there was only one counselor hired by the College whose major responsibility was attendance. Within the last two years, a counselor has been provided in each district center of the reservation.

Counselors are now responsible for: maintaining student status sheets for use in counseling student's selection of college courses; counseling or refering students with personal problems requiring professional services; maintaining attendance records for financial aid purposes; and assisting in organizing student activities and government.

The Student Services Director is responsible for supervising the counselor and providing training since most counselors are working toward

A.A. degrees. The Student Services Director is also responsible for recruitment of students through attendance at various Indian schools and Career Days at local high schools. At the present time, the College has yet to develop a comprehensive program for career counseling or job placement.

Since its inception, the College has been supportive in developing student organizations and activities for the students who attend the Oglala Sioux Community College. The College proportionally allocates student activities funds to each district center for the use of the students. Recently, the nine student organizations have been active in trying to developing student grievance procedures and a Student comprised of students from each of the districts.

Future Developments

The counselors are still in need of additional training so they can provide more counseling services in the area of course selections and personal problems. A priority of the Student Services Office will be to up-grade the level of competence among the nine counselors. The program director, academic staff and consultants with special knowledge in the counseling field will assist in this training.

Secondly, OSCC has done little recruitment of Indian high school seniors and intends to make a major commitment to recruitment of students on the reservation. The recruitment program will be centered around a slide presentation of the College which will be presented to the local high schools. Through the public relations arm of the College, pamphlets and brochures will be developed to explain the various departments of the college, and the services these departments can provide to the students.

Thirdly, the College will develop more comprehensive career counseling and job placement programs. Placement of graduates has not been a problem due to the absorption of graduates by programs such as Teacher Corp, the Bureau of Indian Affairs, Indian Health Service, and the tribal government. However, with an increase in graduates it will be necessary to establish contacts with the agencies on the reservation for placement.

In the student activities areas, the College will develop a student handbook including students rights, grievance procedures, and other related information for students who attend the college. The students may also organize a Student Senate which will provide input to the college.

In conclusion, the College intends to up-grade its present efforts in student counseling, activities, and government and will give an increased emphasis to developing programs for recruitment, career counseling, and job placement in the next six years.

Staffing

The student services director has an M.A. in counseling and two years of experience in a college counseling program and she is a tribal member. The counselors at each center have all had in-service training in personal relations, academic counseling and college operations. They have also had extensive training in the teaching of reading and in tutoring skills.

V. LIBRARY SERVICES

Introduction

The central library of OSCC is currently located in Pine Ridge Village where it is most accessible to the full-time teaching staff and to a large portion to the students, the general public and Tribal officials. The OSCC Library has as a primary goal promoting and providing the materials necessary for its faculty, students and staff. The library also plans eventually to serve as a public library for Pine Ridge and the other communities and to catalogue and store tribal archives. Eventually, the college library system might hope to be a curriculum resource center for all teachers on the reservation, a reference center for Tribally related documents and a source of general information pertinent to the Tribe's development.

Staff

The library began in 1970 as a collection of discarded books in an old abandoned Tribal building, once part of a casket factory. Sorting, cataloguing and shelving was initially undertaken by a volunteer who spent many lonely hours with old tomes and no budget. In the past eight years the staff has been expanded until in 1977-78 it included an MLS as directoress, an audio visual specialist, a cataloguing trainee and a reference trainee/desk clerk. In addition, one person assigned the library was on staff upgrade, received a B.A. degree in June and immediately began work on a master's degree in library science and he is expected to return in June of 1979.

Services

The library services are very uneven and have yet to be adequately organized, though recent remodeling, cataloguing and magazine/newspaper subscriptions have considerably upgraded user services.

Printed Media

This facility houses a small reference collection, sixty-five current magazine and journal subscriptions, seven regional newspaper and fourteen Indian newspaper subscriptions, about three thousand catalogued books with matching cards in the card file and about five thousand uncatalogued volumes.

In addition to these standard print materials, an elaborate Dewey Decimal system has been devised for classifying and cross-referencing an extensive and growing collection on American Indians. Also, vertical files have been established for Indian and college related materials ranging from newspaper clipping files to special magazine articles to in-house college publications. A special binding has been devised for the OSCC newspaper, the Lakota Eyapaha, and a full set is maintained in the library.

Each district center maintains a circulating library of one to five hundred volumes and instructors can have specific volumes assigned to a center's collection for particular classes. Each center has a basic set of references and dictionaries, basic skills development materials in math, reading and English usage, plus a selection of fiction, textbooks and scholarly works. Each subscribes to a limited number of magazines and is provided on request with the tables of contents from magazines at the main library. Each center has a shelf list of all the

Indian books in the collection at Pine Ridge. Little or no cataloguing has been accomplished at district centers as yet. Also, control of materials allocated to the district centers is difficult, although some of them have hired CETA trainees to manage their learning materials collections.

The library also has a van which is used to transport books to and from the various centers. At present no systematic circulation has been established as inadequate cataloguing at both the main library and the centers makes keeping track of collections too troublesome.

Audio-Visual Media

The Pine Ridge Library has two 16mm film projectors, an overhead projector, two filmstrip projectors, a black and white video-taping package, several cassette recorders and a cassette tape copying machine. This equipment is managed and maintained by one of the para-professional staff assigned the library. This person also coordinates all film orders from the State Library, shows films at the Old Age Home, and video-tapes various events when requested.

Each district center also maintains some basic equipment. All have 16mm and overhead projectors, most have filmstrip projectors and cassette recorders and most have access to portable video-tape equipment from their local school. Instructors have to be sure and check ahead of time to see if this equipment will be available and functional. Scheduling and maintenance in district centers are both problematic at present. During 1978-79 the library coordinated use of two hundred and thirty films.

The main library has a good collection of film catalogues from area colleges, commercial distributors and film producers. Attempts have been made from time to time to develop film festivals and one on Indian films is planned for 1979 with the South Dakota Humanities Council. The OSCC newspaper emerged from library efforts and an "artist in residence" was once coordinated by the library. In addition to a half dozen films, the library maintains a collection of video-tapes on various College events. Oral histories, class lectures, graduation speeches and exercises are maintained in the vertical files. A small collection of slides is also being built up by various academic departments.

Study Space

The main library has four modern study carrels and tables and chairs for about thirty more people. Each District Center is open for students wishing to study during the day but they often have classes scheduled in both classrooms during late afternoon and evening hours leaving no study space. As students often have crowded living quarters, better study facilities would be advantageous.

Problems and Prospects

The main problem facing the library at present is the large backlog of uncatalogued books. Until this problem is cleared up, user services and coordination with the district centers will continue to be a problem. Ideally, within six years the library and centers would house at least thirty thousand books plus several thousand Tribal documents. Taking the current backlog of five thousand books, that means that less than ten thousand items a year need to be catalogued to keep even. Thus, within the next ten years we would hope to approach the ALA guideline of about eighty thousand volumes for a school with our current enrollments. Cataloguing ten thousand volumes a year (over twice as many have been catalogued in the past eight years) would mean a new commitment of staff and resources to the library. Review of comparable libraries' staffing indicates we have comparable numbers of staff, but have not been organized well enough to maintain the average of forty books a day needed to accomplish our task. Presumably, with less staff turnover and proper support from the administration and faculty, it will be possible to process more than the needed five books per hour.

Space will not be a problem for the library in the near future. As the collection expands in the next two to three years, coordination with district centers should allow for distribution of the collection to points of use. New shelving will be needed at the Pine Ridge Village library.

Then, as mentioned previously, negotiations are now under way to develop a library facility that would also house a public museum and the Tribal archives at the new Kyle site. A large collection, particularly of nursing and agriculture, would be maintained at Pine Ridge, while the main and circulating library would be developed at the new central site. This facility will require about 6,000 square feet to house the seventy thousand volumes eventually anticipated there. This would also provide room for a collection of oral histories planned by the Lakota Studies Department, special slide shows produced by OSCC and archival materials including photos, Tribal records and rare manuscripts.

VI. FINANCIAL RESOURCES AND MANAGEMENT

The major source of funding for the College is through the Bureau of Indian Affairs. In 1973 BIA Commissioner Louis Bruce committed the Bureau to support development of the community college at Pine Ridge. The commitment was $200,000 in FY-1974 and 1975. In 1977-78, the College received $500,000 from the BIA, approximately 50 percent of the College funding.

The second major area of funding is through federal grants. The following are federal grants that the College has received in the last two years: (1) Title III, Higher Education Act, 1965-Basic Institutional Development; (2) Fund for the Improvement of Post-Secondary Education; (3) Title IV-Indian Education-Teacher Training; (4) Right to Read Program; (5) National Institute of Mental Health; (6) Indian Health Service-Nursing Program; (7) Health Resources Administration-Nursing Program; and (8) State Adult Basic Education. Title III is the largest grant with $200,000 funding, and the other grants average around $45,000 (see 1977 budget). In the near future we are also assured a new NSF grant for $218,000 over three years and a vocational planning grant for about $170,000 per year and Title IV Adult Education for about $70,000.

The College has been informed that the BIA cannot fully fund the community college, and the only solution is direct funding by Congress. OSCC and ten other Indian community colleges are seeking Congressional assistance in funding their colleges. Bills have been introduced into the Senate and the House of Representatives that will establish funding for Indian community colleges. If all goes well the College is anticipating funding two or three years from now.

Even if legislation is not passed, OSCC has the capability to generate adequate funding for the College through the BIA funding and federal grants. As college funding is included in the allocation of funds for the Pine Ridge agency, the College will likely receive funding from the BIA as long as the Pine Ridge Agency is in existence.

The Bureau utilizes a concept referred to as the "band analysis" in the budgetary process for the Pine Ridge reservation. This basically means that the Oglala Sioux Tribe can reallocate its funding based on priorities established by the Tribe. Since the Tribe has recently given high priority to the College, BIA funding has increased. Therefore, it is possible that the College might receive additional funding from the agency allocation without affecting the delivery of needed services to the reservation. In any case, the College will probably receive at least $500,000 annually from the BIA. The College also generates funding from tuition. With a student population averaging around 300 FTE students, the College will be able to generate around $100,000.00 annually. With these sources of funding, the College has a solid base for operating as long as there is a need for higher education.

The following budget shows how the College has allocated its funds to the various departments, and the sources of funding for the College for the 1977-78 fiscal year.

BUDGET

FISCAL YEAR 1977-78

President's Office	$ 88,766.00
Academic Division	601,017.00
Support Services	166,611.00
Fiscal Office	133,013.00
Learning Center Directors	102,116.00
District Boards	88,173.00
Grand Total	$ 1,179,696.00

FUNDING SOURCES

CORE	$ 255,720.00
TITLE III	224,200.00
TITLE IV	20,372.00
FIPSE	41,819.00
AGL/HL	71,051.00
R-T-R	69,313.00
IHS	45,000.00
HRA	50,000.00
N-S-F	20,000.00
BIA/ABE	91,711.00
STATE/ABE	12,115.00
WILMS	29,096.00
TUITION	108,535.00
INDIRECT	129,764.00
INDIRECT-IAT	11,000.00
TOTAL	$ 1,179,696.00

Business Office

To insure that the many limitations and restrictions placed on the use of the resources available to the College are observed, the accounts of the College are maintained in accordance with the principles of "fund accounting." This is the procedure by which grants, contracts and other sources of revenue are classified for accounting and reporting purposes into funds that are in accordance with the objectives and activities specified. Separate accounts are amintained for each fund in accordance with the requirements of individual grant and contract needs.

Financial records of the College are basically maintained on a cash basis. Our new accounts payable journal enables the proper accrual and recording of expenses to time periods in which they were actually incurred and will show the proper amounts left in the checking account for correct carry forward balances. This process is a step toward the accrual method and more aspects of the accrual method will gradually be adopted to properly reflect the information necessary for the operation of the College. Financial operations were audited by a CPA firm for 1975-76 and they have continued on contract to implement their recommendations (Skeeter and Associates, 1978).

The College's FY begins on 10/1 and ends 9/30/78. The business office maintains complete sets of records for five checking accounts: Restricted Fund, General Fund, Special Payroll, Endowment Fund and the Student Fund.

Restricted Fund: The Restricted Fund is the largest account of the College. All federal funds received from grants and contracts are channeled through the Restricted Fund. With the restrictions and limitations placed on the use of federal funds, these records are the most complex of the accounting department. These records are designed to accomodate each contract broken down into the allowable cost categories.

General Fund: Money received for tuition, books, rent from college owned trailers and miscellaneous income, expenditures necessary for the operation of the College but not recoverable from any of the contracts or grants are chargeable to this fund.

Special Payroll: Set up only for the purpose of processing payroll. All staff salaries for the different departments are funded by several different contracts. This situation makes it difficult to make several payrolls for different contracts and have several sets of payroll records. The payroll system is designed to facilitate the preparation of payroll and to accumulate all payroll information in one place. Regardless of where the contract salaries are paid from, all salaries are handled through the Special Payroll Account and Payroll Journal and ledger. Checks are issued from the other checking accounts to cover the total amount of payroll and taxes disbursed. The insurance and pension plans are part of the payroll system.

Endowment Fund: This fund is subject to the restriction of being utilized only to further the education of Indian men. Only the interest earned from the original investment is expended by the College.

Student Fund: Funds awarded to individual students from BEOG, BIA, etc., are accounted for through this Fund. This accounting system was developed in the fall of 1977 and can be improved some. Although there are some minor problems with the system, it is an improvement over not having any system for recording the individual student checks and the billings for tuition and books.

Each of the above set of records consists of: cash receipts, cash disbursements and general ledger.

Cash Receipts: A cash receipts journal is maintained for each back account consisting of one book designed to accomodate all the bank accounts and the different types of revenues coming into the College. The cash receipts journal is totaled and balanced monthly, the totals are then posted to the appropriate general ledgers. The only exception to this is the Student Fund which has an individual cash receipts journal. Cash Receipts are deposited daily.

Purchasing: The purchase order system is utilized by the College. There are two areas that need improvement in the purchasing of goods and services.

1. There are still instances where staff members buy items without getting the expenditure approved through the accounting department.
2. The system being used does not show as an expenditure to an account until after payment is made. The problem being that each line item in the departmental budgets do not show the correct amount of expenditures and balances at the end of each month.

Internal Financial Reports: The only type of reports presently being prepared by the Business Office are the financial reports required by various funding agencies. A monthly budget report is prepared for each department listing each budgeted item and how much has been expended in each and the balance. The monthly budget report does not show actual amounts expended because the outstanding purchase orders are not posted to the individual accounts. The Accounting department plans to start preparing quarterly financial reports consisting of a balance sheet and statement of revenues and expenses in the near future. The statements of revenues and expenditures will be a report of the financial activities of current funds in the current period reporting periods. They will not show net income or loss as would an income statement.

The College was granted an indirect cost rate effective October 1, 1977. The accounting codes were changed to show direct and indirect cost items. They provide for the accumulation of direct and indirect costs. Indirect costs are new to the College but the business office staff have all grasped the concepts quite rapidly and understand them to be able to perform their own functions.

Accounting Procedures Manual: This guide is presently in the process of being prepared. It will include: written policies, procedures and forms to handle the step by step processing of all accounting data, purchase requisitions, purchase orders, cash receipts, cash disbursed, journal entries, etc. The manual will have all the information regarding who can approve expenditures, what forms are to be completed, approvals, recording, checking expenditures, and other responsibilities.

Property Control: The College does not have a property management system that meets the requirements of various funding agencies. This is one of the problem areas of the business office. Up to this time all property was merely tagged and listed by the identification number for each department. Most federal agencies require that property records contain information for the description of property, manufacturers serial number, source of property, the percentage of federal funds used in the purchase of the property, location, use and condition of the property and ultimate disposition date. A physical inventory has been taken every year but some of the information required is not readily available and would have to be found by going back to old accounting records. The business office plans to have the property management system completed no later than January 1, 1979.

Staff Training: An essential part of the operation of the accounting department is on-going training for all staff. Trained personnel will provide the College with a more efficient accounting department. Training the staff could help to alleviate the high turn-over in the accounting department personnel. This has been one of the bigger problems with the accounting department in the past.

Although the accounting system provides for expansion, additional resources will increase the volume to where date processing must be considered to promote operational efficiency.

VII. PHYSICAL RESOURCES

The Oglala Sioux Community College basically consists of central offices in Pine Ridge and district college centers in each of the nine districts which are: Pine Ridge, Oglala, Kyle, Wanblee, Porcupine, Manderson, Allen, Batesland, and Martin.

At Pine Ridge, there is an administration building housing the President, Fiscal Office, Registrar, Financial Aid, and Support Services Director. There is also an academic building at Pine Ridge housing the vice-president for academic affairs, and the academic staff. A library building is also located at Pine Ridge. All of the foregoing facilities are considered to be part of the central administration. An additional building is planned to house the vocational planning grant staff.

At each district center (with the exceptions of Allen and Pine Ridge), there are modular classroom/office units with two classrooms, and at least two offices for the district director and the counselor. The district centers also provide office space for Home Living and Agriculture Trainees and the Adult Education/RTR Tutors. At Pine Ridge, the College has renovated an older building which provides three classrooms, and office space for the district director, two counselors, and an Adult Education/Right-to-Read Tutor.

Last year, the College began a program in Home Living and Agriculture leading to an A.A. in these areas. The College has a building in Porcupine which is used as a training site for the students. It has a greenhouse, a home living laboratory and also a photography dark room used by the Lakota Eyapaha.

Facilities

Site	Building Description
Pine Ridge	1. Library One modular unit 110' x 28' containing a small office, large library area space, storeroom - workroom, lavatories, and an book office - studyroom.
	2. Administrative Building 100' x 30' Log Cabin tupe structure with office space for 14 staff members including President, Fiscal Office, Financial Aid, Registrar, and Student Services.
	3. Academic Office Building 120' x 28' unit with 13 offices, secretarial area, donference room, and storeroom.
	4. Pine Ridge College Center Wood frame building 30' x 100' with three classrooms, office space for four employees and a student lounge.
	5. Nursing Department Nursing Trailer - 12' x 50' with 3 offices and one classroom near the hospital. Several area hospitals also used for clerical experience.
Oglala	1. One modular classroom/office unit 28' x 64' containing two classrooms (moveable walls make four small classrooms), three offices, restrooms and a storage/darkroom.
Kyle	1. One modular classroom/office unit 28' x 64' containing two classrooms three offices, restrooms and a storage room.
Wanblee	1. One modular classroom/office unit 28' x 64' containing two classrooms three offices, restrooms and a storage room.

Manderson	1. One modular classroom/office unit 28' x 64' containing two classrooms, three offices, restrooms and a storage room.
Martin	1. One modular classroom/office unit 24' x 40' containing two classrooms, two offices and a restroom.
Batesland	1. One modular classroom/office unit 24' x 40' containing two classrooms, two offices and a restroom.
Porcupine	1. One modular classroom/office unit 24' x 40' containing two classrooms, two offices and two restrooms.
	2. 1½ story building 50' x 28' five room office space and classroom for Home-Living and Agriculture Trainees, Adult Education Tutor and one faculty member.
Allen	1. Wood frame building 28' x 48' containing one classroom, four offices and a small kitchen.

Equipment

The college has the necessary desks, typewriters, adding machines, xerox, etc. to meet the administrative needs of the college.

As to academic equipment, each of the college centers has the necessary desks and chairs for classes offered by the college. The distict centers also have audio visual equipment such as movie projectors and screens, tape recorders, slide projectors, overhead projectors and other instructional material needed by instructors in teaching courses.

The college also owns five vehicles (1 van, 1 pickup, 3 Mavericks) which are utilized by the academic staff for transportation to the district centers and for regional staff travel.

Future Developments

On April 26, 1978, the Oglala Sioux Tribal Council authorized that

OSCC be granted the use of a Public Works Project building funded by the Economic Development Administration. The Local Public Works (LPW) Project is a 1.8 million dollar structure which was to accomodate a government sub-center of the tribal council. However, the present tribal administration did not support the sub-center concept, and decided that the best use of the building would lie with the community college. A twenty-five year lease is being drawn up by college lawyers.

OSCC intends to utilize the L.P.W. project as the first step towards a central campus on the Pine Ridge Reservation. The dispersed learning centers primarily service those students who are between 25-55 and have other jobs. However, a central campus with dormitories and extra-curricular activities, would likely attract younger high school graduates of whom we currently enroll only about one percent of potential students.

The present L.P.W. project at Kyle will be utilized for moving the central administration to the center of the reservation near Kyle. The building will be utilized by the following offices and staff: President's Office; Fiscal Office; Financial Aids Office; Student Services Office; Vice-President for Academic Affairs; Education Department; Human Services Department; Lakota Studies Department; General Studies Department; Agricultural Department; Adult Education Program; and Vocational Education Director. There will be approximately 15 support services staff and 30 department chairs and instructors. With the central location of the L.P.W. project, students will have an easier access to the college and instructors will have shorter distances to travel to the dispersed learning centers.

The College will still be committed to the dispersed learning centers in each of the nine districts. However, the college will develop a limited central support campus with the L.P.W. project, and through other sources of funding such as the Park Service, Federal legislation, and private foundations.

The College is presently working with the Tribal Parks Board to request funding for a Visitor's Center, Museum, and Library at the Kyle site. The OST Parks Board is confident that it can receive substantial funding for this purpose during the next ten years. The facilities would be used by the Park Service during the summer, and then would be turned over to the College for winter use.

It is possible that Congress may provide federal legislation to the Oglala Sioux Community College which may include construction funds. The Senate has passed S.B. 1215, and the House is considering passage of H.R. 11104 providing basic support of Indian colleges. When these bills are passed, the college would activity seek construction funds from Congress. The College also intends to seek construction funds from private foundations.

A National Science Foundation grant recently awarded the College provides for development of two well equiped science laboratories. The vocational education planning grant also provides for facilities development for vocational education purposes. Both of these developments will be in Pine Ridge Village as the related programs in agriculture and nursing are located here.

VIII. FACULTY

Introduction

Developing an excellent teaching staff at an institution like OSCC is a long term process. The College goals of Lakota culture and community development call for special skills and commitments not readily available with the usual college instructor. Also, the cultural and social strains inherent in an area with fifty-four percent unemployment and forty-eight percent of the people with another tongue other than English, mean not everyone willing is suited to teach here. Finally, many academically qualified people are not suitable to the rural isolation and difficult housing situation that prevails in this region.

Transitions

Over the past eight years there have been two dramatic changes in staffing. The first from a one hundred percent volunteer teaching staff to part-time contractual arrangements. The second from part-time instructional staff to largely full-time instructors. The following Table IX illustrates the second trend:

TABLE IX

FULL-TIME/PART-TIME INSTRUCTORS

Courses Fall Semester

Instructors	1975	1976	1977	1978
Part-time	32 - 61%	53 - 65%	27 - 31%	37 - 33%
Full-time	20 - 39%	28 - 35%	59 - 69%	78 - 67%
Total	52 -100%	81 -100%	86 -100%	115 -100%

It should be pointed out that some part-time instruction is desireable. For instance, some part-time instruction in Lakota Studies is by highly knowledgeable people only available part-time. Likewise, in the Human Services Department, courses have been taught by people intimately familiar with local people and situations. Nevertheless, while some part-time instruction is desireable and some inevitable, the College trend has been toward more offerings from full-time staff.

Course Offerings

It can also be noted from the preceeding Table that although enrollments have remained basically stable through this period, course offerings have doubled. The increase in courses can be attributed to the diversification of needs as students near their degree objectives and to new programs such as agriculture and home living.

Teaching Loads

The OSCC Handbook sets a fifteen hour maximum but expected teaching load. With three preparations twelve hours is expected. In practice, most instructors teach around twelve hours.

Travel

Travel is a major factor for all instructors. Thirty six miles a week is the minimum an instructor could expect to travel and some drive as much as four or five hundred miles in a week.

Class Size

Classes must have six or more students to be offered except in exceptional circumstances. During 1977-78 the faculty-student ratio was one to ten. The largest class size was thirty.

Committees

Faculty are expected to serve on committees with other faculty and with district center staff. There are no standing committees but during the past year faculty committees have devised new student evaluation forms, reviewed and revised the basic skills program, reviewed library goals and operations, discussed approaches to developing skills and tutoring for the centers among other things.

The faculty as a whole meet once a month, academic department chairs meet once a month themselves, once a month with all central department heads and once a month with all center directors and department heads. Faculty members may attend these meetings as necessary.

Several of these meetings occur on the "first Friday" of every month when the whole college staff assembles in Pine Ridge for a luncheon put on by one of the departments. This luncheon is used for announcements and occasionally for in-service training such as the small group discussions of college goals in March of 1978 (Iron Cloud-Koenen).

Contracts

Part-time faculty sign contracts stipulating the required contact hours, attendance reports, and grade reports due before their pay will be issued. These contracts are arranged and signed by the center director concerned and have verbal concurrence of the academic department chair and vice-president. Contracts for full-time faculty are issued by the Board of Trustees and signed by the College President and Board Chairman. They are for ten months in most cases although a few have been for three years.

Salary Scale

The OSCC Handbook has an all college salary scale available to everyone. Beginning instructor salary with a B.A. for twelve months is twelve thousand dollars, with an M.A. it is thirteen thousand five hundred and with a Ph.D. it is fifteen thousand dollars. The scale provides for five percent raises for the first three years and three percent thereafter (OSCC Handbook). Small cost of living adjustments have been made in the scale the last two years.

Fringe Benefits

Faculty have an amount equal to four percent of their salaries placed in a retirement account with John Hancock. They also have hospitalization and major medical with Travelers Insurance Company and an optional group life insurance policy. Many Indian staff members opt for life insurance as their health care is provided by the Indian Health Services.

Leave

All employees accrue annual leave at the rate of four hours per two week pay period. This may be used anytime during the contract period with the supervisor's concurrence. Annual leave must be used during the contract period. Sick leave also accumulates at four hours per pay period and may be carried over. Both annual and sick leave accrue at six hours per pay period after three years.

Secretarial Services

The academic staff at Pine Ridge have the services of a secretarial pool with two secretaries and an executive secretary. During times of high demand the secretarial staff is augmented by CETA positions from the Tribe's Manpower program.

Office Space

The Academic Building at Pine Ridge has nine offices with two instructors assigned to each, plus offices for the academic vice-president, his assistant, the data collector and the adult education administrative staff. Nursing staff have their own offices near the hospital. Two instructors have offices in the districts.

Housing

Housing for faculty has been a major problem in recruiting outside candidates. Currently OSCC owns one three bedroom house for faculty, two fourteen by seventy and one twelve by fifty mobile homes. Other faculty live in old farm houses in the area, in mobile homes and in communities like Chadron, Nebraska and Hot Springs, South Dakota (both fifty miles away). The waiting list for Tribal Housing in Pine Ridge has over two hundred names.

The new LPW facility near Kyle is to have half a dozen homes with it. It is also possible that a trailer court can be installed on part of the 160 acres.

Recruitment

Positions are advertised locally, in regional newspapers such as the Rapid City Journal, Denver Post and Omaha World Herald as well as at college placement offices in a six state area. For some positions announcements are also placed in journals, in the Chronicle of Higher Education and at professional conferences. The AACJC bulletin is also used and on occassion the Western Teachers Exchange in Minneapolis has been utilized.

Department chairs are responsible for advertising positions and coordinating the interview process. Decisions to interview are taken after review of the applicants by the Affirmative Action Committee and the academic vice president. Interviews are conducted by each of these parties, by the president and by the personnel selection committee of the Board. The personnel selection committee collects all recommendations and presents them to the Board for a final decision.

Qualifications

Academic qualifications are reviewed by the department chair and members and the academic vice-president. Currently they are also submitted to the cooperating colleges expected to accredit the courses taught. The Lakota Studies Council approves Lakota course instructors as arranged with BHSC.

Qualifications of personnel with regard to the College goals are reviewed by staff and by the Board of Trustees.

Currently twelve percent of the full-time instructional staff have Ph.D.'s, fifty-eight percent have one or more M.A. degrees and twenty four percent have B.A. degrees and one instructor in Lakota language teaches without any academic degree.

Two of the instructors with B.A. degrees were in the secretarial skills area and the other four are Lakotas with special areas of expertise. Three of these people have several hours beyond the B.A.

The academic vice president is a Lakota with three years of experience as an adult education instructor, center director and math instructor for OSCC. He has an M.A. in community college administration. His assistant has a Ph.D. in sociology, several years of experience with OSCC, and seven years of college teaching experience.

Evaluations

Instruction is evaluated for each instructor in three different ways: a self-evaluation, student evaluations and classroom observations by the department chair or academic vice president. Data from the student evaluations is compiled by the academic vice president's office and the instructor and department chair receive the mean, median, mode and a bar graph showing distributions.

All of the foregoing materials are discussed with the instructor's immediate supervisor and a summary recommendation form is completed and signed by both.

For part-time instructors, only the student evaluation and the observation have been systematically used although some department chairs ask for a self evaluation at the time of their observations.

STAFF DEVELOPMENT

Staff Upgrade

Three Indian members of the academic staff received their degrees while on leave for "staff upgrade." Their BIA and BEOG financial assistance was supplemented from OSCC's Title III, Developing Institutions grant. For the year 1978-79 one former center director will be working towards an M.A. in vocational-technical education with an emphasis on administration, one will be completing a Masters of Library Science and two will be working towards four year degrees. Some funds are designated for summer coursework towards graduate degrees. Three former recipients of OSCC assistance have failed to return to employment here. One now serves as Tribal personnel director and another as superintendent of a local school.

In-Service Training

In-service training has not been consistently pursued at OSCC. At one time a course on "The Community College" was offered on the reservation from the University of Colorado. Although the course itself was judged less than successful by most participants, at least one student went on to complete a Masters in community college administration at C.U.

In 1977-78 the Lakota Studies Department sponsored a weekly session on Sioux History, Culture and Philosophy that was coordinated by John Attack Him. Six faculty attended throughout while most others attended at least one session of interest to them.

All college staff have free tuition for OSCC courses and at least three hours of release time for classes. Some staff arrange for more coursework. Here again, some non-teaching staff will eventually join the teaching faculty as happened with three of the current instructors, some will continue as center directors but teach courses in their areas of expertise.

Meetings

During 1977-78 all instructors wishing to attend professional meetings were accomodated to some extent. Four instructors, the new vice president and several Board members attended or presented papers at a large conference on bilingual education sponsored by the American Indian Higher Education Corsortium in Denver. Other instructors attended meetings on the teaching of math (2), English (3), sociology (2), child development (1), home economics (1), agriculture (1), education (1), science (1), and adult education (3 central staff, 18 district staff).

Future Plans

Staff development needs and efforts need to be more systematically surveyed, planned and administered. One particular area of need is for more knowledge about community colleges as such. Almost none of the present staff has any knowledge of or experience with community colleges. A general plan for staff development is being discussed and will be part of the Master Planning Process.

IX. PLANNING FOR THE FUTURE

Organization and Management

Although OSCC has not been growing in enrollments over the past several years, it has grown in complexity. As students progress in their studies more upper division courses are necessary and in response to community needs new programs such as agriculture are introduced. Also, changing from part-time to full-time instruction has meant more coordination of time, travel, office space, budgeting and outreach centers. Now, with the introduction of vocational programing, a science program, expanding continuing education, new trainee programs, and a full-time adult education person in each center, and with the new campus at Kyle, even more complexity lies ahead. Obviously such increased complexity calls for more sophisticated planning than has been necessary in the past.

Accordingly, the President and Board of Trustees decided in the summer of 1978 to begin developing a "Planning Manual" to be used for implementing a Master Planning Process (MPP) in the fall. The following guidelines were adapted from the Manual for Planning, Budgeting and Evaluation and the guidelines for "Preparing to Plan" both developed by the Higher Education Management Institute (HEMI) Project (cf. Bad Wound, April 1978):

1) Organize Task Force - The chairman will be the President with membership composed of the Vice-Presidents and other designated personnel. The Task Force should: develop an objective (To design a planning process and produce a planning manual); defined in subsequent steps); define the amount of time required to complete the project.

2) Establish Requirements - Appropriate information should be compiled (needs analysis including enrollment projections; program/course changes; financial estimates; etc.). Timing guidelines should be developed (plan should encompass a 2-3 year time span; plan should parallel fiscal cycle and external reporting cycles; plan should parallel the availability of staff, (i.e., most of the work should be done while the majority of the staff are not on leave or vacation). Participants in the planning process should be identified (staff, administration, students, board).

3) Define Terms - Terms to be used regularly during the planning process should be identified and defined (philosophy, mission statement, objective, activity, productivity measures, volume indicators, performance indicators, etc.).

4) Design Forms - Standard forms to be used in the planning process should be identified and developed (statements of philosophy/mission/goals/objectives; individual work plans; staff and financial plan; etc.).

5) Set Key Dates - Dates when specific tasks in the planning process are to be accomplished should be identified:

Task	Date
-College issues planning guidelines	
-Departments submit their plan to President and staff	
-College distributes approved plan	
-College issues budget guidelines	
-Departments submit budgets to President and staff	
-College completes budget review and submits to approving authority (Board of Trustees)	
-College distributes approved budget	

6) Describe Procedures - An accurate description of the procedures to be emplyed:

-planning guidelines (form describing what has to be done, by whom, and by when)
-college planning process (form describing what the college's responsibility is in the planning process, i.e., what it has to do, by whom, and by when)
-department planning process (form describing what the department's responsibility is in the planning process, i.e., what it has to do, by whom, and by when)

7) Produce Planning Manual - The preceeding information should be compiled into a planning manual. The manual should be reviewed, approved, and put in final form. The following is a suggested outline for the manual:

I. Introduction
II. Definitions
III. Forms
IV. Key Dates
V. Procedural Guides
    A. Planning
        1) Planning Guidelines
        2) College Planning
        3) Departmental Planning
    B. Budgeting
    C. Organizing
        1) Individual Action Planning
    D. Performance Evaluation

8) Prepare Orientation Program - An orientation for the entire institution should be presented. It is essential that the entire institution be familiar with the newly-developed planning procedures. The orientation could include:

Presentation by Task Force

-describe efforts by Tasks Force
-stress the importance of planning
-discuss the philosophy/mission/goals of the institution
-discuss the planning manual

9) Implement the Process - The newly-developed process must be adhered to and the manual should be revised periodically as necessary.

The following problems are likely to be of particular concern in planning for the future of OSCC.

Data Collection

One area important to the development of the College as well as the development of the MPP is more systematic data collection, analysis, and retrieval. OSCC currently cooperates with the American Indian Higher Education Consortium in this area and the position of researcher and data coordinator is currently being advertised.

Outreach Centers

Staff development and advisory board training are needed to assist in the development of the local centers. Or, as the center boards express it, they need more assistance, responsiveness and help from the central staff. Along with planned staff development and board training, the new College organization chart should give more veridity to center needs.

Student Services

Student retention has declined markedly over the past five years. Research needs to be undertaken ascertaining why the decline and the best means of improving retention. Two changes that can be enacted in the meantime concern improved counseling services and a better system of faculty/academic advising. An experiment at our Oglala College Center has shown that improved counseling and advising considerably improves coordination of class offerings with student needs and thus retention. Here again, better data collection, planning and coordination could improve student performance.

The new developing skills courses are also to be implemented in coordination with the counseling department and registrar.

Faculty and Staff

Staff development for faculty and staff needs to be better defined and adequate funds set aside for consultants, travel, and meetings. Available local resources pertinent to our goals need to be identified and coordinated. Time has been blocked out on the fall calendar for staff development sessions and the academic vice-president is planning a semester's agenda.

Comparative pay scales for faculty and staff need to be investigated and the current pay scale reviewed in light of this additional information.

Some form of faculty governance needs to be instituted with particular attention to an academic affairs committee.

Faculty need to become more involved with and knowledgeable of community affairs and the College needs to develop means of recognizing and rewarding this involvement. Perhaps evaluation formats need changed to reflect this College goal more adequately.

Educational Programs

The vocational planning grant should move this long time goal of OSCC closer to reality and give more order to the existing vocational offerings.

Lakota and community relevance are ongoing problems in some cases on the instructor, course, program or department level. Ongoing incremental change through recruitment, staff development and curriculum development is anticipated.

Identifying community development needs and providing suitable programs to each community will also be a task of increasing complexity to be addressed by the planning process.

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